

# The Blue Book

2014–2015

Volume LXXXVI



Phillips Academy  
**ANDOVER**



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## Statement of Purpose

Phillips Academy, a residential secondary school, seeks students of intelligence and integrity from diverse cultural, racial, socioeconomic, and geographic backgrounds.

The school's residential structure enables faculty to support students in their personal, social, and intellectual development. The academic program fosters excellence in all disciplines within the liberal arts tradition. Faculty members guide students in mastering skills, acquiring knowledge, and thinking critically, creatively, and independently. The school strives to help young people achieve their potential not only intellectually, but also artistically, athletically, and morally, so that they may lead responsible and fulfilling lives.

The Academy is committed to establishing a community that encourages people of diverse backgrounds and beliefs to understand and respect one another and to be sensitive to differences of gender, ethnicity, class, and sexual orientation. In its programs the school seeks to promote a balance of leadership, cooperation, and service, together with a deeper awareness of the global community and the natural world.

Andover's 1778 Constitution charges the Academy to prepare "youth from every quarter" to understand that "goodness without knowledge is weak...yet knowledge without goodness is dangerous." This obligation challenges students in mind, body, and spirit to see beyond themselves and to go beyond the familiar; to remain committed to developing what is finest in themselves and others, for others and themselves.

This revised version of the Academy's Statement of Purpose, voted by the faculty in winter 2000, reaffirms the goals set forth in the Constitution of 1778.

## Nondiscrimination Policy

Phillips Academy admits students of any gender, race, color, disability status, gender identity or expression, sexual orientation, genetic information, religion, and national and ethnic origin and provides them all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of gender, gender identity, gender expression, race, color, disability status, sexual orientation, religion, or national and ethnic origin in administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs.

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# ■ A Letter from the Dean of Students

Dear Students,

Welcome to Phillips Academy for its 237th school year.

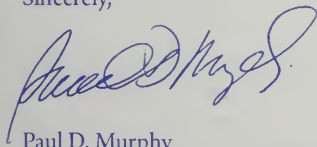
As you read through this *Blue Book*, keep in mind that its purpose is to serve as a roadmap to your time here as a student. It is filled with information that ranges from the critical to the sublime. It is not meant to limit your experience, but rather to bring clarity to our expectations as a dynamic, complex, residential community of faculty, staff, and students.

Overall, we, as a community, expect honest, respectful interactions between and among students, faculty, and staff. While the rules section of this book attempts to bring specificity to some of the more common rule infractions, your own personal integrity should guide you in all situations, whether it be while representing the school on trips off campus, interacting with members of the adult community, communicating with other students through digital or personal means, or requesting help from a trusted adult.

Above all, know that the adults charged with ensuring your well-being and personal growth while you are a student at Andover are interested in supporting you in ways that respect you, the community, and the rich traditions of Phillips Academy. Our goals will always be centered on the health, safety, and well-being of our students and the community in which we live, work, learn, and play.

As always, please be in touch with me or any of the deans should you have questions or concerns about this book, its contents, or any part of your experience while at Phillips Academy.

Sincerely,

A handwritten signature in blue ink, appearing to read "Paul D. Murphy". The signature is fluid and cursive, with a large, stylized "P" and "M".

Paul D. Murphy  
Dean of Students and Residential Life

## ■ Community Structure

Our school has more than 1,100 students, and thus we have several different levels of structure and governance. This section provides an overview of the basic organization of Phillips Academy.

### The Clusters

Each student, day or boarding, is assigned to one of the five clusters (named for a “cluster” of dormitories in the same neighborhood): Abbot, Flagstaff, Pine Knoll, West Quad North, or West Quad South. In each cluster, there are about 220 students (including day and boarding students) as well as a group of faculty, many of whom are house counselors and advisors for students in the cluster. For boarding students, the dorm and cluster provide a home and community within the larger school. Day students are encouraged to participate in all cluster activities, including running for student leadership positions within the cluster. Each cluster has its own student government, including a Cluster Council and a Cluster Discipline Committee.

### House Counselors (for boarding students)

We consider the house counselors to be the primary adults responsible for the students living in their dormitories. Resident house counselors live within the dormitory buildings, while complementary house counselors are assigned to be on duty in dorms on certain nights and weekends, but do not actually live in the buildings. House counselors are the primary liaison with parents and work with advisors (see below) to help and support the students in their dorms. The house counselors also are charged with maintaining safe conditions, order, and a good study climate, and ensuring observance of school rules. The house counselors grant Day Excuses and room visiting permission, and they approve, with the cluster dean, all Overnight Excuses. House counselors are assisted by older students who serve as resident proctors, or, in junior (ninth-grade) dorms, prefects.

### Advisors (for day students)

For a day student, the advisor is the primary adult on campus responsible for working with the student and communicating with parents. Each day student is assigned an advisor who helps an advisee to make the best possible use of the learning opportunities the Academy provides. To this end, the advisor develops a personal knowledge of and relationship with the student, knowing his or her academic, extracurricular, and personal situation, strengths and weaknesses, interests and aspirations. As one means of establishing and maintaining such a relationship, each advisee meets with his or her advisor at least once every two weeks, individually or in a group setting. Most day students will have a continuing relationship with the same advisor over their years at the school.

## **Advisors (for boarding students)**

Although the house counselor is the primary adult working with a boarding student, the advisor helps plan and coordinate the student's overall academic and extracurricular program. And because students sometimes choose to change dormitories from year to year and thus have different house counselors, most advisors remain with the students from grade 10 through graduation. For ninth-graders, it is usually one of the house counselors or complementary house counselors who serves as the advisor. As one means of establishing and maintaining the advisor/advisee relationship, each advisee meets with his or her advisor at least once every two weeks, individually or in a group setting. After the ninth grade, most boarding students will have a continuing relationship with the same advisor over their remaining years at the school.

## **Cluster Deans**

Each cluster dean gets to know all students in his or her cluster and works with students and faculty to make the cluster a safe, healthy, and enjoyable environment in which to work and, for students, to live. The cluster deans' responsibilities include working with house counselors, day student advisors, cluster-elected officers, proctors, and prefects, as well as being an available resource for all students in the cluster. Deans grant special permissions, coordinate and chair Discipline Committee meetings, and write letters explaining faculty responses to disciplinary or academic difficulties. The dean also helps to organize cluster elections, proctor and prefect selection, social events, and the housing selection process.

## **Associate Dean of Students for Personal and Community Education**

The associate dean is primarily responsible for leading and coordinating the Personal and Community Education (PACE) program for lowers, the All-School Meeting program, and Wellness Week. Additionally, he serves as a member of the Graham House Counseling staff and takes part in regular meetings of the cluster deans and dean of students.

## **Dean of Students and Residential Life**

The dean of students is primarily responsible for leading, coordinating, supporting, and evaluating the cluster deans and the associate dean, as well as overseeing many aspects of student life on campus.

## **Dean of Studies**

The dean of studies is primarily responsible for leading and coordinating the academic departments, divisions, and advisors and for monitoring all aspects of the academic program.

## **Proctors and Prefects**

Proctors (in upperclass dorms) and prefects (in junior dorms) are selected each spring to serve as student dormitory leaders for the following year. Both uppers and seniors are eligible to apply for either position. Responsibilities include being a liaison between students and house counselors, confidante for students, supervisor for dorm housekeeping, coordinator for dorm social activities, and friend and mentor, especially for new and younger students. Specific job requirements differ somewhat between proctors and prefects, but all

are expected to serve as rule-abiding role models, to attend all training sessions and to work closely with house counselors to ensure that dorms are welcoming and safe places to live.

### **Cluster Councils & Student Council**

Students in each cluster elect a cluster president, and the entire student body elects school copresidents. The five Cluster Councils, each led by the cluster president and cluster dean and composed of elected dormitory and day student representatives, work to address cluster and community-based issues. The Student Council, consisting of elected representatives from each cluster and grade, works with the five Cluster Councils, as well as with other student and faculty groups and committees, to address schoolwide issues and proposals. The cluster presidents and leaders of the student council meet weekly with the five cluster deans, the associate dean of students, the dean of students, and the director of student activities.

## ■ Community Expectations & Policies

We hope that by being clear about expectations and policies we will inspire positive participation in all areas of the school, promote learning, and encourage the realization that respect for self and for others is at the heart of our community. The sections below are included to clarify the community's expectations of all students, regardless of age and including those who have turned 18. Later in the book, there is a more specific list of offenses and consequences.

The rules and procedures outlined in this book apply under normal circumstances. However, from time to time there are situations that require immediate, nonstandard responses. Therefore, the Academy reserves the right to deal with instances of other inappropriate behavior in a timely and efficient manner, taking actions deemed to be in the best interests of the Academy, its faculty, and its students. This document as written does not limit the authority of the Academy to alter its rules and procedures to suit any unusual or changed circumstances.

### Honesty

Honesty is the basic value on which this community rests. We expect honest behavior in all areas of school life, formal and informal, curricular and extracurricular. Honest and tactful communication among peers, students, parents, faculty, and staff is essential to the healthy functioning of our institution. Please refer to page 47 for specific expectations regarding academic honesty.

### Respect for Self

Respect grows from honesty. Self-respect depends on a willingness to accept intellectual challenge, to care sensibly for the health of one's own body, and to be honest about one's feelings.

### Tobacco, Alcohol & Other Drugs

As a community concerned about health and safety, we strive to educate students about the potential dangers of tobacco, alcohol, and other drugs. Persistent use of alcohol or drugs commonly results in physical and psychological problems, some of which are lasting and have debilitating effects on motivation and achievement. These effects include memory loss and personality change, and they sometimes expose the user and/or those nearby to the risk of physical harm.

The school has an obligation to abide by and to respect the broader society's laws. Therefore, the school cannot accept even sporadic or experimental use of alcohol or illegal drugs, or misuse of prescription or over-the-counter products. A student who obtains, sells, trades, donates, or makes available to others alcoholic beverages or illegal or prescription drugs (including those prescribed to treat ADD and ADHD) can be dismissed regardless of his or her previous disciplinary record. Similarly, a student who consumes drugs, including alcohol, may be dismissed after a single offense, upon the recommendation of the Discipline Committee and at the discretion of the dean of students, based upon the particular facts



and circumstances of the situation. Such circumstances may include but are not limited to egregious alcohol or drug use that has resulted in harm or a risk of harm to self or others.

Recognizing that smoking and smokeless tobacco also are dangerous to health, the school forbids the use of tobacco, including e-cigarettes, by students. Students who persist in using tobacco may be required to participate in a smoke-enders' program. After repeated instances, a student may be required to take a leave of absence or may be dismissed.

## **Alcohol and Drug Testing Policy and Procedures**

### *Policy*

In cases where faculty determine that a student's behavior, presentation, or circumstance is indicative of recent alcohol consumption or drug use or both and the student denies such usage, Phillips Academy will administer an alcohol or drug test or both in order to ascertain the truth and to safeguard the student's health and welfare.

### *Procedures*

1. **Initial Determination.** If a faculty member determines that a student's behavior, presentation, or circumstance is indicative of recent alcohol consumption or drug use or both, he or she will discuss the concern with the student in order to ascertain the truth of the situation and also will notify the appropriate cluster dean or the dean of students.

If the student denies the use of alcohol or drugs contrary to the initial determination of the involved adult, the dean of students (or a designee) will require an alcohol or drug test or both. Alternatively, a student denying alcohol or drug use may request an alcohol or drug test.

2. **Alcohol Testing.** An Isham health care provider or the dean of students (or a designee) will administer a breathalyzer test in the Isham Health Center to any student who chooses or is required to undergo alcohol testing under this policy. The test administrator will provide the test results to the school physician (or a designee), who will then share the results with the dean of students if he or she was not the test administrator.
3. **Drug Testing.** An Isham health care provider will collect a urine specimen from a student who chooses or is required to undergo drug testing under this policy. Specimen collection will occur at the Isham Health Center and will be conducted in accordance with the Isham Health Center policies. Samples will then be sent to an outside laboratory for processing.

The outside laboratory will provide the test results to the school physician (or a designee), who will then share the results with the dean of students.

4. **Results of Tests.** After receiving the test results, the dean of students will notify the cluster dean, who will contact the student and the student's parents or legal guardians. Parents or legal guardians may at their election provide physician's prescription(s) or documentation that the student was taking prescribed drugs that might have affected

the outcome of the alcohol or drug test and may explain the positive result. Such materials must be provided within three business days of notice being received.

5. **Discipline.** An unexplained positive test result will be interpreted as evidence of a violation of a major school rule, and the student will be subject to discipline. The Academy will not distinguish in its disciplinary responses between on- or off-campus alcohol or drug use.
6. **Failure to Cooperate.** Failure to consent to testing, evidence of attempted adulteration, or refusal to cooperate with the testing procedures in any way will be handled as if the test result were positive.
7. **Privacy.** Subject to the legitimate interests of the Academy and its students, efforts will be made to maintain the privacy of students required to undergo drug or alcohol testing under this policy.

### *Sanctuary Policy: A Non-Disciplinary Response to Drugs & Alcohol*

*The Sanctuary Policy provides students with a means of accessing support in situations where alcohol or drugs are involved WITHOUT disciplinary consequences.*

Because the use of drugs or alcohol can lead to situations in which students become ill or impaired to the point of needing medical attention or other support, and because fear of disciplinary responses might lead students to not avail themselves of the support they need, the school provides this non-disciplinary response.

The Sanctuary Policy applies only to alcohol and drugs. The identity of those who request Sanctuary for others will be kept private.

#### **How does Sanctuary work?**

A student may invoke sanctuary for herself or himself or for another student simply by telling any PA adult that she or he is asking for Sanctuary. This may be in a situation a) where there is acute need for medical attention because of a very recent ingestion of alcohol or use of drugs, b) where the chronic use of alcohol or drugs is a concern, or c) when a past event leads to concern for the safety and welfare of the student(s) involved.

A student cannot invoke Sanctuary in situations where an adult is already in any stage of investigating the involvement with drugs or alcohol. Only students may invoke Sanctuary.

While Sanctuary means that there will be no disciplinary response, the following actions will always occur.

1. The student will be seen by both the school's medical director and a Graham House counselor, after which expectations for follow-up counseling will be determined, possibly including off-campus drug/alcohol evaluation, if warranted.
2. The student's parent, guardian, house counselor(s) or day student advisor, and cluster dean will be notified. The cluster dean may notify other adults, if appropriate.

If a student chooses to reveal to a medical or counseling professional her/his involvement or the involvement of other students with alcohol or drugs, this information remains private,

but parents may be contacted if appropriate. However, if she/he wants protection from a potential disciplinary response, she/he must ask for Sanctuary. This means that the respective parents, house counselor(s) or day student advisor, and cluster dean will be informed. (Please see the following section for more information about confidentiality.)

*It takes true courage to ask for help. We do not want fear of disciplinary responses to stand in the way of helping a friend or helping yourself when alcohol or drugs are involved. If you have any questions about the Sanctuary Policy, please contact your cluster dean, any member of the Graham House team, the associate dean of students for personal and community education, the school's medical director, or the dean of students.*

## Confidentiality & Limited Information Sharing Policy

Phillips Academy (the "Academy") believes that the relationship among students, parents, and its health care providers is strengthened by a mutual understanding of the basic rights and responsibilities of each of the parties. The Academy strongly encourages students to develop relationships of trust with their health care providers and counselors and to be candid about their health histories and risk behaviors. We also encourage students to communicate with parents on such matters. In this effort to promote candor and trust, the Academy asks that parents respect the privacy of students who may not wish to share certain information.

While it is the obligation of every employee and agent of the Academy to maintain the privacy and confidentiality of patient medical information, the Academy must also balance matters of privacy and confidentiality with safeguarding the interests and well-being of our students and our community. Thus, the Academy requires, as a condition of enrollment, that parents and students sign consent forms to permit the Medical Director of the Isham Health Center ("Isham") or his/her designees and the counselors from Graham House to disclose to authorized employees and agents of the Academy, who have a need to know, the minimum amount of medical and/or psychological information necessary to protect the health, safety, or welfare of the student and/or the community.

Students and parents who have questions with regard to confidentiality and its limits should direct those questions to the Medical Director or administrative staff at Isham or to the counselors at Graham House. In the event of a disclosure to authorities required by law, every effort will be made to notify the student and/or parents.

While we encourage students to inform their parents of their decision to see a counselor, we do not automatically contact parents. Some students may initially be hesitant to speak to their parents about their concerns. It is our experience that most students do inform their parents. If it is determined that a student might have a significant emotional problem or present a safety risk, parents are always contacted.

## Sexual Intimacy

For high school students the issue of sexual intimacy is a complicated one. While we recognize that healthy romantic relationships may involve a range of physical intimacies, we must be clear that in a boarding school there are some special considerations.



Sexual intimacy between students at Phillips Academy is discouraged for the following reasons:

- We are concerned about the physical health of students and wish to protect them from sexual behavior that may lead to sexually transmitted infections and/or to pregnancy.
- We are aware of the potentially damaging emotional implications that accompany early sexual relationships.
- Within our diverse community there is a spectrum of values and moral beliefs around the issues of sexuality and sexual behavior.
- Students living closely in dormitories have a right to privacy that includes the comfort of knowing when visitors will be present in the dormitory and the right to be free from unwanted exposure to the intimate sexual behaviors of others.

The school has equal expectations for students regardless of their sexual orientation, and we expect all students involved in romantic relationships, whether same-sex or opposite-sex, to respect their partners' privacy and the privacy of others. (See Dormitory Room Visiting on page 21.)

In accordance with Massachusetts law, the dean of students is required to report all instances of sexual abuse or suspected statutory rape to the Department of Children and Families (DCF). Because the age of legal consent in Massachusetts is 16, the dean of students must report even consensual sexual activity involving a student under 16 years of age.

As in any situation, the school reserves the right to communicate with parents regarding students' well-being.

## Respect for Others

Whether you are a day student or boarder, you are a member of our residential community, and with that membership come rare opportunities for cooperation, collaboration, and lasting friendships with peers, faculty, and staff. Although we are a diverse school comprising people with a huge range of interests and traditions, respect for others is paramount to the integrity and fabric of our lives here. We ask, for example, that you be polite and appropriate in all verbal and electronic communications and that you consider carefully how your words, dress, and actions influence others and, in certain instances, have the potential to offend if they are not chosen thoughtfully. By listening when someone else is speaking in class or the chapel, being considerate of all those dining and working in Paresky Commons or in the library, helping to maintain a safe and clean environment in the dorm and on campus grounds, following directions given by an adult in the community, using public spaces appropriately, and considering how behavior and communications affect or influence others, we are showing respect for all members of the Andover community.

## Harassment, Discrimination, Hazing, and Bullying and the Community Conduct Council

Harassment, discrimination, hazing, and bullying (including cyber-bullying) are serious offenses, prohibited by federal and/or state law as well as the Academy's policies. Verbal, physical, or electronic conduct that has the effect of creating an intimidating, hostile, or offensive environment for any member of the community will not be tolerated. This conduct is prohibited on school grounds and at school-sponsored events, activities, functions, and programs. This conduct also is prohibited on school buses and other vehicles owned, leased, or used by the Academy, and through use of technology or an electronic device owned, leased, or used by the Academy. In addition, harassment, discrimination, hazing, and bullying are prohibited at a location, activity, function, or program that is not Academy-related or through the use of technology or an electronic device that is not owned, leased, or used by the Academy, if the bullying creates a hostile environment at the Academy for a targeted student; infringes on the rights of a targeted student at the Academy; or materially and substantially disrupts the educational process or the orderly operation of the Academy.

Through education and intervention, the Academy makes every effort to achieve an educational environment that is free from harassment, discrimination, hazing, and bullying. The Academy has created a Community Conduct Council (CCC), which has the responsibility of responding to, investigating, and making recommendations intended to remedy such conduct. The current members of the CCC are Clyde Beckwith and Lisa Joel for student-student matters, and Peter Merrill and Carmen Muñoz-Fernández for adult-student matters. The Academy's risk manager provides support to the CCC.

### Definitions

**Harassment or Discrimination:** Harassment or discrimination is defined as behavior that is pervasive or severe and has the purpose or effect of 1) creating an intimidating, hostile, or offensive environment; 2) interfering unreasonably with an individual's academic performance; or 3) creating a situation where academic decisions of a student depend on his or her submitting to and/or not objecting to the behavior. Discrimination and harassment can take many forms. Examples include: 1) limiting opportunities to participate in certain clubs, teams, or activities based on certain characteristics; 2) slurs, jokes, statements, remarks, questions, gestures, pictures, e-mails, texts, or cartoons regarding legally protected status that are derogatory or demeaning to an individual's or group's characteristics or that promote stereotypes; 3) demands for sexual favors in exchange for favorable treatment, academic rewards, or continued participation in a program or project; 4) offensive or unwelcome sexual flirtation, advances, or touching; 5) obscene, demeaning, or abusive commentary about an individual's body or other personal characteristics; and 6) responding to refusals to provide sexual favors with verbal, emotional, or physical abuse. Often, unwelcome and/or harassing behavior results from ignorance and flirting or teasing that is not welcome or that becomes excessive. Being sensitive to other peoples' feelings and communicating clearly are the best ways to prevent harassment and discrimination.

**Hazing:** Phillips Academy's definition of hazing includes, but is not limited to, activities that fall within the Massachusetts statutory definition of hazing. Under Academy policy, hazing is defined as conduct or a method of initiation into any student organization or team that causes embarrassment, harassment, or ridicule; willfully or recklessly endangers the

physical or mental health of any student or other person; or causes emotional harm to a student or other person, regardless of that person's willingness to participate in the activity.

Examples of hazing include, but are not limited to: verbal abuse; degrading or humiliating games, skits, or activities; whipping; beating; branding; forced calisthenics; exposure to the weather; forced consumption of any food, liquor, beverage, drug, or other substance; or any other brutal treatment or forced physical activity—including extended isolation or extended deprivation of sleep or rest—that is likely to adversely affect the physical health or safety of a student or other person or subjects a student or other person to extreme mental stress.

All student activities related to membership in a student group or team (such as new membership and elections) must comply with applicable Academy rules and community standards, as described in *The Blue Book*. Officers and members in any student organization, team, or group also are responsible for making sure that hazing does not happen. Because it is not always clear to individuals which activities are unacceptable and constitute hazing, student leaders should consult with advisors, coaches, or the director of Student Activities in advance of planned events. A copy of the state law that prohibits hazing follows in the next section.

**Bullying:** Bullying is defined as the repeated use by one or more students of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a target that: 1) causes physical or emotional harm to the targeted student or damage to the targeted student's property; 2) places the targeted student in reasonable fear of harm to himself or herself or of damage to his or her property; 3) creates a hostile environment at school for the targeted student; 4) infringes on the rights of the targeted student at school; or 5) materially and substantially disrupts the educational process or the orderly operation of the school. Bullying can include, but is not limited to, any of the following: 1) hitting, slapping, pushing, and other physical conduct that causes bodily harm; 2) threatening in a manner that puts someone down or is cruel; 3) deliberately excluding someone as a way to humiliate or demean them; 4) sexually harassing conduct; and 5) hazing activities.

**Cyber-Bullying:** Cyber-bullying is bullying through the use of technology or electronic devices such as telephones, cell phones, computers, fax machines, and the Internet. It includes, but is not limited to, e-mail, instant messages, text messages, and Internet postings, whether on a Web page, in a blog, or otherwise. Cyber-bullying may include, but is not limited to, any of the following kinds of behaviors: 1) taking a private e-mail, instant message, or text message and forwarding it, or threatening to forward it, to others, or posting it where others can see it to embarrass or intimidate a person; 2) spreading hurtful rumors online about another person; 3) threatening or insulting through aggressive e-mails, instant messages, or text messages; 4) posting, or threatening to post, embarrassing pictures of someone online without his or her permission; 5) creating a Web page or blog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation causes any of the conditions listed in the definition of bullying listed above.

**Hostile Environment:** A hostile environment is one in which discrimination, harassment, hazing, or bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.



**Retaliation:** Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports discrimination, harassment, hazing, or bullying, provides information during an investigation of such behavior, or witnesses or has reliable information about such behavior. Retaliation against any individual for reporting violations of the policy, whether by the object of the complaint or someone else, will not be tolerated and will be subject to the same strict discipline as harassment, discrimination, hazing, or bullying itself. Each retaliatory offense will be investigated and sanctioned separately. Individuals who themselves are not complainants, but who participate in an investigation, for example, as witnesses, also will be protected from retaliation under this policy.

### Legal Definitions and Academy Policy

It is important to bear in mind that stricter standards of behavior than those provided by law may apply under Phillips Academy's policies in order that we may prevent inappropriate verbal and physical conduct. For example, although the law defines bullying as "repeated use" of certain expressions, acts, and/or gestures, the Academy reserves the right to apply disciplinary measures and other corrective action in a case of a single expression, act, or gesture, if the Academy determines that it is of sufficient severity to warrant disciplinary measures or other remedial action. Conduct need not meet the legal definitions of harassment, discrimination, hazing, or bullying to violate the Academy's expectations for appropriate behavior.

### Reporting Complaints

Any student who believes he or she has been hazed, harassed, discriminated against, or bullied, who has witnessed such an incident, or who otherwise has relevant information about such an incident, should bring the matter immediately to the attention of a house counselor, advisor, dean, cluster dean, member of the CCC, or to any other faculty or staff member with whom the student is comfortable speaking. The individual receiving the complaint will ensure that it reaches the proper channels for investigation. Also, any student who is subject to retaliation in violation of this policy or who knows of another student who has been subject to retaliation is likewise required to promptly report it.

A parent of a student who is the target of discrimination, harassment, hazing, or bullying, or of a student who has witnessed or otherwise has relevant information about such behaviors is strongly urged to promptly notify the dean of students, a cluster dean, or the CCC. Furthermore, any parent who has him or herself witnessed discrimination, harassment, hazing, or bullying or has relevant information concerning such an incident is strongly urged to promptly come forward to the dean of students, a cluster dean, or the CCC. A parent also should promptly report any incident of retaliation to the dean of students, a cluster dean, or the CCC.

Any member of the faculty or staff of the Academy who witnesses or otherwise becomes aware of discrimination, harassment, hazing, or bullying in violation of this policy or who becomes aware of retaliation against a student who provides information concerning a violation of this policy is required to report it immediately to the dean of students, a cluster dean, or the CCC. A member of the faculty or staff may not make promises of confidentiality to a student or parent who informs him/her of an allegation of harassment, discrimination, hazing, bullying, or retaliation. Faculty and staff may not make reports under this policy anonymously. Students and parents may make reports anonymously, but generally

no disciplinary action will be taken based solely on an anonymous report. Although there are circumstances in which an anonymous report can be better than none at all, it is far more difficult to determine the facts of what occurred if complaints are made anonymously. Also, while the Academy cannot promise strict confidentiality, because information must be shared in order to conduct an effective investigation, the Academy releases information concerning complaints of harassment, discrimination, hazing, bullying, and retaliation only on a need-to-know basis, such as to conduct a comprehensive and effective investigation or to ensure that the requirements of this policy and applicable law are met. The Academy, through the dean of students, will report all incidents of unlawful hazing to appropriate law enforcement officials, as required by law.

### Investigation Process

Once contacted, either by a student or an adult representing a student, the CCC may pursue an informal or formal process depending on the nature of the complaint. In situations for which an informal process is appropriate, the CCC may provide advice to the student complainant or the adult representing the student complainant as to how to respond to the situation on his/her own. Alternatively, the CCC may obtain support for the student to moderate a conversation, in person or writing, between the student and the person perceived as the aggressor. Such mediation may be conducted by a dean, counselor, or other appropriate individual. In the event that an informal process is unsuccessful or inappropriate, the CCC will initiate a formal investigation of the complaint. Such an investigation may include but is not limited to interviews of those individuals directly involved in the incident and any potential witnesses, and collecting documents and any other evidence bearing on the incident. The CCC will at all times during the process maintain confidentiality to the extent, in its judgment, the situation permits. All members of the Academy community are expected to cooperate fully with any investigation under this policy. Upon completion of its investigation, the CCC will submit a written report recording the facts it has developed and summarizing its findings and recommendations to the dean of students. The dean of students, in consultation with the cluster deans, will determine what, if any, remedial action or disciplinary measures should be initiated. Upon the implementation of appropriate remedial measures, the dean of students or designee, working with the CCC as appropriate, will inform individuals directly involved of the outcome of the investigation and whether action has or will be taken. In addition, the dean of students or designee, in conjunction with the CCC, will provide documentation as appropriate for inclusion in the student record of persons found to have engaged in discriminatory, harassing, hazing, bullying, or retaliatory behavior.

Although the Academy's goals are to support and educate members of the community as the principal means of preventing harassment, discrimination, hazing, and bullying, it is both a principled goal and the legal duty of the Academy to ensure a learning environment free of such behavior. The Academy and the CCC thus reserve the right to act promptly, and if necessary, unilaterally, to end harassment, discrimination, hazing, and bullying where such intervention is deemed to be warranted. Individuals who have been found to have engaged in harassment, discrimination, hazing, or bullying will, in accordance with the procedures outlined above, be subject to remedial action or discipline as appropriate, from counseling to dismissal from school. In addition, the dean of students, in consultation with the

cluster deans, may take further action, up to and including a Discipline Committee, for any individual's failure to comply with the terms of any remedial action or discipline imposed.

#### False Complaints/Abuses of Process

Because allegations of discrimination, harassment, hazing, or bullying are serious and can be damaging to accused persons' reputations, any person who knowingly, maliciously, or recklessly makes a false complaint will be subject to severe discipline. In addition, because candor and honesty are essential to the investigation and remediation process, they are required of all participants, including third-party witnesses.

The withholding of material information in an investigation by complainants, witnesses, and/or the accused party is prohibited. Students are expected to cooperate fully in an investigation conducted by the Academy; failure to demonstrate such cooperation will lead to disciplinary action. Abuse of the process, including falsifying information, will result in discipline being imposed, up to and including dismissal from school.

### Massachusetts Anti-Hazing Law

#### 269:17 HAZING; ORGANIZING OR PARTICIPATING; HAZING DEFINED.

Section 17. Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment.

The term "hazing" as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

#### 269:18 FAILURE TO REPORT HAZING.

Section 18. Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars.

#### 269:19 COPY OF SECS. 17-19; ISSUANCE TO STUDENTS AND STUDENT GROUPS, TEAMS AND ORGANIZATIONS; REPORT

Section 19. Each institution of secondary education and each public and private institution of post-secondary education shall issue to every student group, student team, or student



organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team, or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams, or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams, or organizations. Each such group, team, or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges, or applicants for membership.

It shall be the duty of each such group, team, or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgement stating that such group, team, or organization has received a copy of this section and said sections seventeen and eighteen, that each of its member, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team, or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

## Leaves of Absence

Sometimes issues can arise in the course of a student's career at Phillips Academy that may interfere with his or her ability to engage constructively in the business of learning. The school's leave-of-absence policy acknowledges that time away from campus can be important. Therefore, Phillips Academy allows students to remain in good standing while taking the time they need to address important personal issues away from the school and with their families. The Student Response Team (SRT), comprising the medical director, the dean of students, the dean of studies, and the director of the Graham House Counseling Center, will determine the duration of all leaves and the conditions necessary for a student's return.

### *Voluntary Leaves*

A student and parents may request a leave of absence for a variety of reasons. The duration of a leave is usually until the fall of the following academic year. However, as noted above, the SRT makes the final determination regarding the duration of the leave and conditions necessary for a student's return.

### *Required Leaves*

The decision concerning whether a student needs to be placed on a required leave is determined by the SRT. The SRT also decides on the length of the leave and what conditions must be met in order to return (e.g., educational activities, counseling, relevant assessments). The factors the SRT will consider in making these determinations are the student's clinical needs, safety, impact on the safety and well-being of the community, and capacity to comply with the essential elements of student and academic life, as well as the community's ability to provide appropriate care.

1. A leave of absence may be required for medical reasons when, in order to ensure effective management or treatment of a medical problem, a student must be away from the campus for a period of time. A leave may be required for a diagnostic evaluation or

treatment, or it may be initiated when a student's presence on campus might jeopardize his or her own health or compromise the well-being of others. Such leaves may last from a few days to one or more terms, depending on the needs and circumstances.

2. Once a student is admitted to Phillips Academy a leave of absence will be required if it is determined, based upon an individualized assessment by the medical director and/or the director of counseling that, in his, her, or their professional judgment, a student has exhibited suicidal behavior or behavior considered to be suicidal or otherwise potentially life-threatening, posing a risk of harm to the student and/or others. The leave will last no less than the remainder of the academic year and may, in the professional judgment of the SRT, carry over into the next academic year. It is our experience that a clearly defined and extended period of time permits students to focus, with their families, on the steps to be taken to regain their equilibrium and to thrive.
3. A leave of absence may be required following any situation of egregious or repeated self-injury, including but not limited to drug and alcohol ingestion, a severe eating disorder, or cutting. The leave will last no less than the remainder of the academic year.
4. A leave of absence may be required in cases in which a student is unable to meet school obligations (academic, attendance, or residential) or in cases in which the needs of a student cannot be met by the community and are interfering with the well-being of others. When a student is unable to meet the school's expectations (including compliance with a previously determined treatment plan), a leave of absence will be required. The leave will last no less than the remainder of the academic year.

### *Return from Leaves*

Readmission of a student after a leave of absence is not automatic, but depends upon the student meeting certain criteria specified by the SRT in writing when the leave is granted. Approval for a return from any leave rests with the SRT. Any conditions or behavioral expectations placed on a student upon his or her return from a leave must be fully met. If they are not, the student will return to leave-of-absence status.

### *Essential Elements of Student Life*

In addition to abiding by the school rules in *The Blue Book*, an essential part of student life is the ability of each student to meet the school's stated responsibilities and expectations as listed below:

- Function with independence and safety in regard to basic living and self-care tasks (e.g., nutrition, sleep, personal hygiene).
- Live cooperatively and respectfully in a dormitory and school community, sharing the responsibilities inherent in living together, without adversely affecting others.
- Behave responsibly, respectfully, and honestly to all as a member of the Phillips Academy community, whether on or off campus.
- Make use of academic, psychological, and health resources as deemed necessary by adults responsible for the students.



- Attend and participate in all required education programs, events, or obligations, some of which may be unique to Phillips Academy (e.g., Wellness Week, Martin Luther King Jr. Day, Non Sibi Weekend, work duty, and required weekend and holiday school events).
- Attend classes. The total of excused and unexcused absences from classes and all other required events cannot exceed 20 percent of the total number of required meetings at any point in a term.
- Avoid all self-harming behavior.

These essential elements of student life were reviewed and approved by Senior Administrative Council on December 19, 2013.

## Community Life & Expectations

The dormitory buildings are year-round homes to faculty and their families and become home away from home for boarding students while school is in session. In order to ensure that dormitories are welcoming, comfortable, and safe environments in which to live and study, all residents and visitors to dorms are expected to treat all buildings, furnishings, and inhabitants with care and respect. Concern for the safety and well-being of dormitory residents and for the preservation of an academic environment is central in all of the sections below.

Please note: house counselors, in consultation with the cluster dean, may make dorm-specific guidelines.

## Respect for the Environment: Global Challenges, Local Actions

### *Environmental Policy Statement*

The Phillips Academy community embraces environmental sustainability as a natural extension of our *non sibi* ideal. We affirm our responsibility to serve and to lead as stewards of the natural world and to promote environmental awareness, global thinking, and local action.

In our Academy operations, Phillips Academy will strive to:

- Conserve and protect natural resources and support their sustainable use.
  - Reduce the use of energy, water, and consumable goods.
  - Purchase renewable, reusable, recyclable, and recycled materials.
  - Eliminate or reduce the use of toxic substances and the generation of wastes, and promote strategies to reuse and recycle those wastes that cannot be avoided.
- Conduct affairs in ways that safeguard the environmental health and safety of students, faculty, staff, and the widespread and diverse communities our actions affect.

In our educational mission, Phillips Academy will strive to:

- Ensure that all members of the Academy have opportunities to learn about the environmental and health issues that are relevant to their roles in the community.
- Encourage teaching, research, and service that deepen understanding of the environment.
- Conduct teaching, research, and service in an environmentally responsible way.
- Provide a forum for the Academy community to discuss and study environmental issues in their relationship to other social issues.

### *Sustainability Programs*

Environmental stewardship initiatives are managed by the sustainability coordinator under the advisement of the Sustainability Steering Committee. All community members are expected to follow the principles described in the Environmental Policy Statement and are encouraged to contact Mrs. Shepard, the sustainability coordinator, at [dshepard@andover.edu](mailto:dshepard@andover.edu) or 978-749-4633 if they would like to get more involved in campus sustainability projects. To learn more about the school's sustainability efforts, please visit "A Greener Blue" and "Gunga Data" at [www.andover.edu/About/Greener\\_Blue/](http://www.andover.edu/About/Greener_Blue/).

### *Resource Conservation*

As we endeavor to be a more sustainable community, all students and employees are expected to avoid use of disposable products such as paper or plastic cups, plates, and cutlery, single-use water bottles, and plastic bags.

Through the Borrow-a-Mug program at Paresky Commons, travel mugs are available for taking hot beverages across campus. Community members are expected to bring the mugs back to Paresky to be washed and re-used.

### *Energy Conservation*

The Office of Physical Plant operations teams and the entire Academy community will work together to conserve fuels, electricity, and water in campus buildings. Those living and working on campus are asked to close windows during the heating season, limit hot water use, program thermostats when possible, and turn off lights, electronics, and appliances when not needed.

In order to conserve electricity, students are not permitted to keep personal refrigerators in their dorm rooms without specific permission from the medical director or dean of students.

### *Recycling & Waste Minimization*

The Academy's extensive waste diversion program includes:

- Single-stream recycling of paper, cardboard, bottles, and cans
- Recycling of electronics, appliances, and building materials
- Donation of clothing, books, household items

- Composting of food waste and recycling of waste vegetable oil from Paresky Commons
- Composting of yard waste

Guidelines for recycling on campus can be found in the table that follows. For questions or more information, please contact the OPP Help Desk at 978-749-4320.

### *Recycling Guidelines*

Material	Instructions
<b>Single-Stream Recycling</b>	
✓ Paper	<b>No:</b> Classrooms and offices: Place materials in designated recycling bins.
✓ Paperboard	
✓ Cardboard	Dormitories: Place materials in blue baskets. Bring to designated recycling areas for collection (blue dumpsters across campus next to trash dumpsters).
✓ Glass	
✓ Aluminum cans	
✓ Plastics # 17	
<b>Electronics</b> Anything with a cord or battery	Bring to the green shipping container located near the Sumner Smith Maintenance Garage
<b>Print Cartridges</b>	Bring to G.W. Mailroom
<b>Books, Clothing, and Shoes</b>	Bring to the green shipping container located near the Sumner Smith Maintenance Garage
<b>Batteries and Other Hazardous Materials</b>	Call OPP Help Desk to schedule an appointment for pick-up.
<ul style="list-style-type: none"> <li>• Batteries such as alkaline, Ni-Cad, Li-Ion, etc.</li> <li>• Chemicals, paints, and other flammables</li> <li>• CFL light bulbs</li> </ul>	
<b>Appliances and Furniture</b>	Call OPP Help Desk to schedule an appointment for pick-up.

Please visit “A Greener Blue” and “Gunga Data” at [www.andover.edu](http://www.andover.edu) to learn more about campus efforts to limit the school’s environmental impact.

### **Technology**

Computers, mobile phones, digital cameras, and other technologies are now widely available, and Phillips Academy supports their appropriate use. In the context of a school, however, students must use these devices cautiously so as not to affect negatively the educational mission of the school, a student’s academic development, or the rights of other members of

the community. The detailed Technology Acceptable Use Policy, found in another section of *The Blue Book*, should be read carefully.

By way of preface, we ask that you also keep a few basic guidelines in mind. 1) Mobile phones should always be off during classes, concerts, and lectures, as well as in the library, LLC, computer center, chapel, or any venue where a ringing phone may cause disruption. A student who uses his/her electronic device during All-School Meeting will be required to surrender that device for a period of two days. Students using phones (of all types) in the dormitory should take care not to disturb other students' quiet study. 2) Limiting time on the Internet, including on social networking sites, has become an essential skill for academic success. Internet access is primarily for academic purposes, and excessive abuse of this not only violates the school's Acceptable Use Policy, but also can interfere with academic work, healthy sleep patterns, and one's ability to meet certain expectations of respectful interaction with other community members. Even with academic work, there is reason for caution on the Internet; plagiarism and other inappropriate behavior (including getting too much research and editing help from family members and friends) can happen more easily electronically. Make sure you have clearly documented all outside sources and helpers on all academic work. 3) The Academy reserves the right to require students to remove from their rooms or from dormitory commons areas any technology that the house counselor or cluster dean feels detracts from the academic or social atmosphere of the dormitory. Each student is allowed, at most, one computer monitor (not to exceed 30 inches). 4) Finally, make sure to secure proper consent for all subjects of photographs or videos. Texts, voice-mails, photos, and videos can become public, and thus you should always be fully prepared to take full responsibility for their content.

## Study Hours

A dormitory and areas around classroom buildings should be quiet enough to allow for effective study. Faculty and students are asked to be especially aware of the requirement for quiet during study hours (beginning at 8 p.m.) and at all times of day and evening during Extended Period Week. Although different people study at all different times during the day, the time after 8 p.m. on nights preceding classes is reserved exclusively for academic work.

After 8 p.m., technology use should be limited to academic pursuits (e.g., spending time on social networking Internet sites, watching television or movies, video gaming, etc.). Music should be kept to a low volume or headphones should be employed so as not to disturb others.

To encourage a campus-wide study environment, we require all junior, lower, and upper boarders to sign into their dorms by 8 p.m. If they leave their dormitories after 8 p.m., they must sign out to a place of study (library, study halls, computer center, art studio, Polk-Lillard Center, LLC, Graves Hall). Signing out to a specific place of study and then going to another location is considered dishonest. Seniors are the only students permitted to be downtown, in Susie's, or watching films or television after 8 p.m. on school nights.

All students must sign into their dorms by the final sign-in times: 9:30 p.m. on Sundays and Thursdays and 10 p.m. on other nights before classes. Between final sign-in time and 6 a.m., the Academy requires students to remain in their dormitories unless permission to leave has been given by the house counselor or the cluster dean.



Non-senior day students who are on campus after 8 p.m. on nights before classes must be in a designated study area. Juniors, as well as lower and upper day students, may not visit in dormitories during study hours without special permission from the house counselor. All day students are required to leave the campus each night by the final dormitory sign-in time.

## **Weekend Sign-In**

On Friday evenings, the sign-in time is 10 p.m. for juniors, lowers, and uppers and 11 p.m. for seniors. On Saturday evenings, the sign-in time for all students is 11:30 p.m. Between final sign-in time and 6 a.m., the Academy requires students to remain in their dormitories unless permission to leave has been given by the house counselor or the cluster dean.

Boarders who have been outside the town of Andover on a Day Excuse or Overnight Excuse are required to sign in at their dormitories immediately on their return to campus.

## **Sundays**

In order to preserve one evening of the week with no formal commitments for students and faculty, from 6 to 8 p.m. on Sundays has been reserved for personal reflection, study, relaxation, and religious services. There are no meetings of any kind permitted after 6 p.m. on Sundays except for dormitory meetings at the house counselor's discretion. Study hours begin as usual at 8 p.m., and final dormitory sign-in is at 9:30 p.m. On long weekends when there are no classes on Monday, sign-in on Sunday evening is extended until 10 p.m. Final sign-in on the Sunday before the required Martin Luther King Jr. Day programming is at 9:30 p.m.; normal study hours begin at 8 p.m.

## **End of the Day**

To ensure that students get an adequate amount of sleep and develop healthy sleep habits, juniors are required to be in their own rooms with the lights out by 11 p.m. on nights before classes. Lowers (all year) and uppers (in the fall term only) are expected to be in their own rooms by 11 p.m. We encourage all students to get to bed no later than midnight on nights before classes.

## **Final Sign-In**

Between final sign-in time and 6 a.m., the Academy requires students to remain in their dormitories unless permission to leave has been given by the house counselor or the cluster dean. Being out of the dorm between final sign-in and 6 a.m. is a major rule violation.

## **Food Delivery**

All students may order food to be delivered to their dorm during study hours, but delivery must be completed by 9:30 p.m. on all nights before classes, 11 p.m. on Friday nights, and 11:30 p.m. on Saturday nights.

## **Dormitory Room Visiting**

Although we strongly counsel students to postpone sexual activity until they are older, we also realize there are a number of other reasons why students might want to visit with each

other, including private conversations and studying together. Healthy relationships require a certain amount of privacy and a place where students can feel at home. In order to balance students' needs for privacy with appropriate supervision of dormitories, we have clear guidelines for dormitory room visitation.

Room visiting for students in grades 10, 11, and 12 begins only after dormitory/advisor meetings in the early fall, during which students and faculty discuss relationships in general and responsibilities and guidelines for room visiting in particular. Room visiting for ninth-grade students does not begin until the winter term. Ninth-graders are permitted to visit only with other ninth-graders. In all cases when an older and a younger student are visiting, the rules that apply to the younger student are in effect.

What follows are the general guidelines for room visiting. A house counselor must be present in the dormitory building during all room visits, but house counselors have no obligation to be home at any of the indicated times. For a variety of reasons, a house counselor may deny permission for a visit.

### Room Visiting Hours

	Mon.–Thurs.	Friday	Saturday	Sunday
Juniors	No room visits  Winter & Spring: 5–8 p.m. Doors open Junior-Junior only	Fall: No room visits  Winter & Spring: 8–9:30 p.m. Doors open Junior-Junior only	No room visits	Fall: No room visits  Winter & Spring: 5–8 p.m. Doors open Junior-Junior only
Lowers	5–8 p.m. Doors open	5–9:30 p.m. Doors open	3–11 p.m. Doors open	3–8 p.m. Doors open
Uppers	5–8 p.m. Doors ajar	5–9:30 p.m. Doors ajar	3–11 p.m. Doors ajar	3–8 p.m. Doors ajar
Seniors	5–8 p.m. Doors open or closed	5–9:30 p.m. Doors open or closed	3–11 p.m. Doors open or closed	3–8 p.m. Doors open or closed

These times may be available for room visiting at the house counselor's discretion. NOTES: "Doors open" means the doors in the room are open 90 degrees. "Door ajar" means that doors should be open at least 12 inches and must be propped open if they close automatically. All room visits require a conversation with a house counselor, and each guest must sign in and sign out on the Room Visiting Sheet in the house counselor's apartment.

NOTE: No room visits may occur with a person who is not currently affiliated with Phillips Academy, including alumni.

## Dormitories & Privacy

All members of the community should respect the privacy and property of others and share in the creation of an environment that protects the physical and emotional well-being of each resident of the dormitory. Because the house counselor is responsible for the dormitory and its residents, the house counselor and cluster dean must have immediate access to any room upon knocking and may confiscate any items not permitted in a dormitory. When necessary, they may use a key to enter a room whether a student is present or not. Dorm rooms should not be locked when residents (or other students) are in the room.

## Searches

On the rare occasion when a search is necessary, cluster dean(s) will conduct it formally, in the presence of the student, an elected cluster representative, and the house counselor. In extremely rare instances, for reasons of health or safety, the cluster dean may conduct the search with just the student or in the absence of the student. If the student is not present, two adults will conduct the search.

## Dormitory Fire Safety & Room Decorations

To ensure safety for all dorm residents, we expect students to honor the following guidelines for fire safety. Fire inspectors and house counselors will inspect dormitories weekly and will confiscate banned items. A house counselor will provide the inspector access to a student's room if he or she is not present at the time of the inspection. Cluster deans will be notified of all fire safety violations, with some form of discipline likely to result.

- **FIRE DRILLS:** Regular fire drills will be conducted in all dorms, and students should be aware of all emergency exits.
- **DORM INSPECTIONS:** Weekly, fire inspectors go through dorms to inspect students' rooms in an effort to note unsafe conditions, including excessive clutter. Students who consistently fail should expect a disciplinary response. It is the student's responsibility to make sure his or her room is inspected at least once a month.
- **FLAMES:** The school prohibits any open flames or flammable materials in dormitories, including possession, storage, or use of matches, lighters, incense, candles, cigarettes, cigars, pipes, fireworks, or dangerous chemicals, including art supplies.
- **APPLIANCES:** Students may NOT have TVs, water coolers, air conditioners, humidifiers, microwaves, irons, space heaters, halogen lamps, toasters, stoves, coffee makers, grills, hot pots, rice cookers, popcorn poppers, hot plates, or any similar appliances in their rooms. Small fans and hair dryers are permitted but must be unplugged when not in use. The only students permitted to have small refrigerators in their own rooms are proctors and prefects (unless permission is granted by the medical director for medical reasons or by the Chaplaincy for religious reasons). A TV, VCR/DVD-player, microwave, refrigerator, iron, and ironing board are provided in the common areas of each dorm.
- **TECHNOLOGY:** Phillips Academy is dedicated to providing the school community with the kind of effective support and services that allow students to achieve their educational goals. Every student is provided with an e-mail account. Wireless access

is available in all dorms and in most common spaces and conference areas on campus. It is expected that students will use the provided technology appropriately, legally, and ethically. The use of technology on campus includes the Academy's network and equipment, as well as the use of personally owned devices accessing the Academy's network. All students are required to be aware of and abide by the Academy's Acceptable Use Policy, which can be found on page 30.

- **ELECTRICAL:** Students are required to use approved plug strips with independent circuit breakers if they wish to plug more than two items into a single power outlet. There should never be more than one extension cord per outlet, and cords may not run under rugs or mattresses or through walls or partitions. Only sturdy, non-halogen lamps are permitted in dorm rooms; bulbs in lamps should be low-energy-use varieties (compact fluorescent bulbs or LEDs); no strings of lights or paper lanterns.
- **FURNITURE:** The Massachusetts Fire Code requires that all furniture in dormitories be certified as nonflammable (to be checked by OPP). Therefore, no students are permitted to move upholstered couches or chairs into their dorm rooms without proper manufacturer's documentation that the furniture is nonflammable. Before purchasing or bringing any upholstered furniture to campus, please consult your cluster dean. No student furniture should crowd a room or block emergency egress. OPP will ask a student to remove any furniture that does not meet code or that crowds a room. School-provided furniture may not be stacked on cinder blocks or other furniture, disassembled, removed, or altered without permission from the cluster dean and OPP.
- **SAFETY EQUIPMENT:** Fire extinguishers and fire escapes are for fire emergencies only and should not be used at any other time. Fines, as well as discipline, are imposed for any misuse of safety equipment. Also, students may not tamper with, remove batteries from, or alter any fire, smoke, or heat detectors or alarms for any purpose.
- **TIDINESS:** All room floors, halls, and common areas must be kept free of clutter, boxes, trash, clothes, shoes, etc. Trash and recycling removal must be frequent to prevent any buildup in rooms or halls. Windowsills and floors opening to fire escapes must be clear at all times. No bikes should be stored in student rooms, halls, or stairways. No pets are allowed in dorms (except for fish in a small fishbowl that must be cared for properly).
- **DECORATIONS:** Do not place any paper decorations or tapestries on either side of any door, on ceilings, or on hallway walls. Posters and tapestries in rooms must be hung completely flush against a wall using wall putty (no nails, screws, glue, or tape) and must not cover more than 50 percent of a given wall or be placed over electrical outlets. Bulletin boards cannot be attached to walls or doors. No electrical signs, paper lanterns, or strings of lights are permitted in or on dorms, and no flags or permanent fixtures should be attached on the exterior of any building. A house counselor or cluster dean will require students to remove any wall coverings or room decorations that are offensive or inappropriate in a high school dormitory environment (e.g., sexual in nature/drug or alcohol related).
- **WEAPONS:** Students may not possess, display, use, or carry weapons of any kind, including facsimile firearms of any type, air guns, explosives, ammunition, knives, or any other weaponry.



## Dormitory Security

- **LOCKS:** All exterior dormitory doors must be locked at all times. No exterior doors should be propped open, and no one should be permitted unauthorized entry into a dorm.
- **KEYS:** In order to maintain security within dormitories, students should not lend their keys to others, leave their keys outside their dorms for communal entry, or prop open dorm doors.
- **OVERNIGHT GUESTS:** Because a house counselor must know exactly who is in the dormitory in case of emergency, PA students may spend the night in another dormitory only with the house counselor's permission, granted well in advance (before 7 p.m. on the night of the sleepover) and not on nights preceding classes. Day students are permitted to spend the night with friends in dormitories when there are no classes the following day but must request permission from the house counselor in advance. House counselors hosting day students must have communication from the day students' parents before 7 p.m. on the day of the visit.

Overnight guests who are not students at Phillips Academy must have permission to be in the dorm from the host's house counselor and cluster dean. Guests are the responsibility of their hosts and must abide by all school rules. Please see "Process for Overnight Guests & Day Visitors" (below) for more detailed information.

- **OUTSIDE VENDORS:** In accordance with school procedures for volunteers and visitors to campus, tutors, vendors, and service providers hired by students and their families may not have dorm access.
- **PERSONAL PROPERTY:** Students and parents are cautioned that the school assumes no responsibility for the security of personal possessions. Parents should make sure that all belongings a student brings to campus are properly insured against physical loss, damage, or theft. Families should enable electronic possessions with locating software.

## Process for Overnight Guests & Day Visitors

Both overnight guests and day visitors must abide by all rules and regulations of Phillips Academy. The PA host is held responsible for the behavior of his/her non-PA guest.

### *Weekend Overnight Guests/Guest Passes*

All requests for an overnight guest must be approved by the house counselor by 8 p.m. on the Thursday before a guest's visit. A phone call from the guest's parents/guardian must be made to the house counselor who will be on duty on the night(s) of the guest's visit, and must include emergency contact information. The PA host needs to see the cluster dean to complete a Guest Pass by 8 p.m. on Thursday as well. Copies of the Guest Pass are distributed to the Dean-on-Duty, the host's cluster dean, and the host's house counselor, and a copy is given to the student to serve as the guest's ID for entrance into weekend events. (Please note: some weekend events are open only to current students.) Overnight guests are generally not permitted on nights preceding classes. The Academy does not permit adult (over 20 years of age) overnight guests in dormitories.

*Day Visitors/Guest Passes*

A PA student who would like to host a non-PA student and attend evening on-campus events together (without an overnight stay) must seek permission from his or her cluster dean and complete a Guest Pass. Guest Pass copies are distributed as outlined above, where applicable. No phone permission is necessary and no permission from the cluster dean is necessary for daytime-only visits.

Before 8 p.m., family members of current dormitory residents or other adults currently affiliated with Phillips Academy are welcome in the dormitory, accompanied by the student. All other visitors (must be 20 years and younger) may only visit with the student in approved areas of the dormitory with permission from the house counselor. After 8 p.m., non-PA students and adults are not permitted in any part of the dormitory without special permission of the house counselor.

**Overnight Excuses**

Boarding students may request permission to leave campus for an Overnight Excuse after their last appointment of the week and are expected to return by 8 p.m. on Sunday. All excuses require the approval of parents, the house counselor, and the cluster dean, and specific details of the excusing procedure are published in each cluster by the cluster dean. Overnight Excuses are granted only when a parent or other adult host (25 years of age or older) has confirmed that he or she will be present during the student's visit. Exceptions to these requirements will be made for 1) seniors who are required to visit colleges to which they intend to apply in the fall or to which they've been admitted in the spring and 2) students who wish to visit a sibling at college. In each of these last two cases, an Overnight Excuse will be granted only after receipt of written parental permission, a conversation between the cluster dean or college counselor and the parents, and final approval by the cluster dean. The cluster deans may refuse to grant Overnight Excuses for large groups or mixed-gender groups. A student is expected to notify his or her house counselor and cluster dean of any change in plans from those specified on the Overnight Excuse form, including any return trips to campus during the dates/times indicated on the Overnight Excuse form. Students must sign out in the dormitory sign-in book upon their departure and back in upon their return.

**Day Excuses**

A student may request permission from his or her house counselor or cluster dean to leave the town of Andover on a Day Excuse. Juniors and lowers must return by 8 p.m. from all Day Excuses on nights before classes and on weekends. They may stay out past 8 p.m. on weekends if accompanied by a parent, in which case they should ask the house counselor prior to departure and return to campus by final sign-in. Uppers and seniors may remain off campus until 8 p.m. on nights before classes and until sign-in time on the weekends. When requesting a Day Excuse, a student must be very clear about where he or she is going and the mode of transportation; students must then sign out on the sign-in sheet in the dormitory before leaving campus. Boarding students wishing to visit someone not currently associated with Phillips Academy in a private home must ask permission of a house counselor or cluster dean, whether or not this home is within the town of Andover. We also must hear from an adult that he or she will be present during the visit. Please refer to the "Cars" section on page 29 for the specifics regarding boarding students riding in cars.

## School Vacations/Arrivals & Departures

It is very important for students and parents to pay close attention to the arrival and departure dates specified on the official School Calendar (sent in the summer mailing and posted online). Because the dormitories officially close for the designated school vacations in November, December, March, and summer, students are not permitted to be in the dorms during these times and are required to leave by noon the day following their last assessment at the end of each term. However, if no assessments are given after noon on the final day of Extended Period Week, students are expected to leave that same day. Prior to departing, students are required to fill out Vacation Data Forms indicating specific travel information, as well as departure and arrival times. They also are required to have their rooms inspected by a house counselor for cleanliness before they are permitted to leave for vacation. During school vacations, students are not permitted to return to a dormitory (even just to stop in to pick up belongings) prior to 8 a.m. on the scheduled return date without prior approval from the cluster dean and house counselor. The school expects that students will be supervised by an adult (25 years of age or older) during school vacations. Exceptions require written parental/legal guardian permission. **Students returning early to the dorm in September or after any break will be charged \$200 per night and face discipline for being in the dorm without proper permission.**

## Behavioral Expectations While Away from Campus

All students, boarding and day, are expected to behave in a manner that does not compromise the good name of Phillips Academy and to follow school rules while on or off campus. When on school-sponsored trips and representing Phillips Academy, students are expected to be on their best behavior. If a student breaks any school rule while on a school-sponsored trip, he or she should expect a disciplinary response. A student recently graduated from Phillips Academy and traveling on a summer, school-sponsored trip who breaks a major school rule should expect that his or her college will be notified if that college asks for that information in the application process.

Even while a student is away from campus on vacation, any violation of state or federal law, including possession and/or use of illegal drugs or alcohol, can lead to disciplinary action. Renting hotel rooms (on or off campus) on weekends or while on Day or Overnight Excuse is not permitted, and students attending gatherings in those rooms can expect a disciplinary response. In general, the school's jurisdiction extends to day and boarding students off campus when school is in session, when students are traveling to or from campus at vacation time, or when faculty are notified or asked to intercede in response to off-campus behavior that includes violation of school rules. Whenever such problems arise, the school may respond with counseling and/or disciplinary action.

## Off-Campus & Self-Employment

Because of the extensive time demands of the school's overall program, Phillips Academy discourages students from working at paying off-campus jobs and does not allow them to start or run their own on-campus businesses while school is in session. For boarding students, off-campus employment is rarely allowed and only with specific restrictions and written permission from the student's parents and the dean of students.



## Dormitory Housing Lottery

Each spring, there is a housing lottery for current students. The lottery operates on a priority system based on squatters' rights and seniority. Juniors must move to another dorm for 10th grade; older students have the option of moving or remaining in their current rooms and/or current dormitory. Priority is given to the most senior students in each of the following categories: first, to students within the dorm; second, to students according to the number of years spent in the dorm or cluster; and finally, by random lottery number for students from outside the cluster. A certain number of spaces in medium- and large-sized dorms are reserved for new students. Students with questions about rooming or the housing lottery should speak with their cluster dean.

## Mail & Privacy

Certain materials are not appropriate in a school environment, and their possession on the Phillips Academy campus likely will result in disciplinary action. In particular, students are not permitted to have, display, or have sent to them at Phillips Academy any of the following: controlled substances (drugs, either illegal or prescription for which the student does not have a valid prescription; alcohol and tobacco products), weapons (including firearms, edged weapons, and/or martial arts devices), explosives (including fireworks), highly flammable materials, or living animals, except for fish in a small fishbowl. In addition, students are expected to refrain from bringing to Phillips Academy or having delivered to them on campus by mail, common carrier, or e-mail publications and/or catalogs devoted to, or containing more than minimal amounts of material depicting, describing, or advertising pornography, weapons, or hate crimes/abusive behavior. Students should realize that their mail, including periodicals and packages, is routinely handled by Central Services staff in the process of making it available in the student mailroom in George Washington Hall. While Central Services staff members are instructed to regard all mail and packages directed to students as the confidential property of the recipient, they also have been instructed to bring to the dean of students any package or periodical that appears to contain materials not permitted on the Phillips Academy campus. To protect the privacy of the recipient, Central Services staff has been instructed not to break intact seals on any package or periodical to determine whether it appears to contain improper material. However, students should be aware that a package or periodical already may be open when it arrives on campus and/or its wrapping may contain information that suggests it contains improper material. When a package or periodical suspected of containing improper material is brought to the Dean of Students Office, the dean will invite the student to meet with him to discuss the contents of the package or periodical and may ask the student to open the package or periodical in his presence. If the package appears to be medication, it will be sent to the health center and a member of the medical staff will invite the student to meet with him/her and open the package in his/her presence.

## Vehicles & Safety

Although this is a large campus, the most common form of transportation around campus and to downtown Andover is by foot. Boarding students are not permitted to have or to operate any motorized vehicles, including cars, motorcycles, mopeds, or motorized scooters, while they are at school. A boarding student may use public transportation or a taxi service,

but must always request a Day Excuse (defined on page 26) in advance if he or she will be leaving the town of Andover.

## **Pedestrian Safety**

Although students can walk to all campus locations, the school property is bisected by Main Street (Route 28), a state highway. Students should take special care in crossing Main Street and all streets on campus and should always use marked pedestrian lights and crosswalks. When walking at night, students are advised to use only pathways with lighting and to avoid walking alone in dark areas. If a student is alone and feels unsafe walking on campus at night, he or she may request a ride from Public Safety.

## **Cars**

A boarding student may not keep a motor vehicle in or near the town of Andover. Additionally, a boarder may not drive any car on campus at any time unless he or she has specific permission from a cluster dean or is with his or her parent(s).

Licensed day students have the privilege of driving cars to campus if they register their cars with Public Safety. From the time students arrive on campus until they leave for the day, vehicles must be left in one of the designated parking areas and should not be used for transportation from one campus location to another. Day students may not keep alcohol or other illegal substances in their cars. We request that students not park on Salem Street between Main Street and Highland Road so that spaces are available for visitors to the Shuman Admission Center. A complete map of student parking areas is available from the Office of Public Safety. Failure to follow driving regulations could result in discipline as well as loss of driving privilege to campus.

## ***Permissions to Drive or Ride with Other Students***

A day student driver, normally an upper or senior, is allowed to transport a boarding student on non-highways within the Andover area (defined as Andover and bordering towns: North Andover, North Reading, Methuen, Lawrence, Wilmington, Tewksbury, and Dracut) only if the day student's and boarding student's parents have indicated permission to do so on the annual Parental Permission Form. Any trip outside the Andover area will require special written permission from the parents of both the driver and the passenger. Both students must have all necessary permissions from either their house counselor, day student advisor, or cluster dean each time they wish to either drive or ride. We expect drivers and passengers to obey all state laws (e.g., refraining from phone/texting use, driving within the speed limit, wearing seat belts, carrying the legal number of people, refraining from driving with permit drivers, etc.).

Any boarding student with parental permission can get car permission to ride with a day student from either the house counselor or cluster dean. Boarders do not need to seek special permission to ride within the Andover area with their parents/legal guardians, parents of current students, and faculty members. Current students are not allowed to ride in cars of alumni or non-PA-affiliated drivers. In rare cases, cluster deans may grant special permission. Whenever leaving the town of Andover, boarders must seek permission from their house counselor or cluster dean for a Day Excuse. (See page 26 for more on Day Excuses.)

### *ID Sticker Permissions*

Licensed day students who have parental permission to drive boarders must obtain a sticker for their ID card from the Dean of Students Office if they wish to transport boarding students. Day students are required to show this sticker to a faculty member each time they are requesting permission to transport a boarder.

Upper and senior boarders, with parental permission, must get ID card stickers from the Dean of Students Office that allow them to request permission from any faculty member to ride in the Andover area (as defined in the Permissions to Drive or Ride with Other Students section) in a day student's car. If granted permission to ride with a day student, the boarding student is expected, however, to send a voice-mail message, e-mail, or text to his or her house counselor to indicate when, where, and with whom he or she is riding, who gave permission, and when he or she will be back. **It is important to remember that the ID cards with stickers can be used only for permission to ride in the Andover area.** Day Excuse and car permissions beyond the town of Andover may only be obtained from the student's house counselor or cluster dean. (See page 26 for more on Day Excuses.)

### *Transportation to Athletic Contests*

Athletes are expected to travel to contests via school-provided transportation. Students who wish to leave from an away contest with an Andover parent must have permission from their own parents. This permission may be granted for the entire season through an e-mail or letter to the head coach of that team or on an individual basis for a single contest.

## **Bicycles, Skateboards, In-Line Skates & Scooters**

Students are expected to register bicycles with Public Safety, to lock them when not in use, and to obey all rules of the road, including the use of proper lighting and reflectors at night. In the state of Massachusetts, children 16 years and under are required to wear a helmet when riding bikes, scooters, skateboards, and in-line skates. Because of the risk of concussion, Phillips Academy requires all students to wear helmets regardless of age. We require safe and reasonable use and note our concern about particular areas—such as public streets and the area next to the Academy's power plant—and forbid skateboard use in these areas.

In other areas of campus, students are required to stay on defined campus paths and roadways (and off the grass) and are encouraged to wear protective elbow pads and kneepads; they are required to wear helmets. No scooters, skateboards, or in-line skates may be used inside Academy buildings, on any steps, ramps, benches, or railings, or in the vicinity of the Memorial Bell Tower.

## **Technology Acceptable Use Policy**

### **Scope**

The Academy's technology policy applies to all authorized users who access the Academy's network or equipment using Academy-owned or personally-owned equipment.

## Purpose

The technology resources at Phillips Academy include, but are not limited to, all networking, hardware and software, Internet access, e-mail, telephone equipment, WPAA radio station, and voice mail. These services are provided to support the educational and administrative activities of the school and should be used for those purposes. Use is a privilege, not a right.

- Use should always be legal, ethical, and consistent with the Academy's Statement of Purpose, its policies on honesty and integrity, its general standards for community behavior, and the Written Information Security Policy.
- Incidental personal use of the Academy's technology resources must not interfere with the community member's performance or with the community's ability to use the resources for professional and academic purposes.
- Use of the Academy's technology resources or data for personal business, political campaigning, or for a commercial purpose is prohibited, except as authorized by the Academy.

## Authorized Use

An authorized user is any person who has been granted authority by the Academy to access its computing, network, or telephone systems and whose usage complies with this policy. Unauthorized use is strictly prohibited. By accessing the Academy's network using Academy-owned or personally-owned equipment, you have consented to the Academy's exercise of its authority and rights as set out in this policy with respect to any such equipment, as well as with respect to any information or communication stored or transmitted over such equipment.

- Faculty, staff, and students are provided with e-mail accounts and Internet access. Faculty, staff, and boarding students also are provided with voice mail accounts.
- Whenever a user is assigned a new position and/or responsibilities, use of technology resources for which he or she is not authorized in his or her new position or circumstances shall cease.
- Whenever a user ceases being a member of the Academy community, access to the Academy's computing, network, and telephone systems shall cease effective on the date of separation.

## Privacy Expectations

The Academy's network resources, including all telephone and data lines, are the property of the Academy. The Academy reserves the right to access, view, or monitor any information or communication stored on or transmitted over the network, or on or over equipment that has been used to access the Academy's network. It may be required by law to allow third parties to view stored data and said data may become evidence in legal proceedings. In addition, others may inadvertently view messages or data as a result of routine systems maintenance, message delivery issues, or monitoring.



- Users must recognize that there is no guarantee of privacy associated with their use of Academy technology resources. Users should not expect that e-mail, voice mail, or other information created or maintained in the system (even when marked “personal” or “confidential”) are private, confidential, or secure.

## Legal & Responsible Use

No user may act in ways that invade the privacy of others, are unethical, or fail to comply with all legal restrictions regarding the use of electronic data. All users also must recognize and not violate the intellectual property rights of others.

- All users must maintain the confidentiality of information specified in federal and state laws and the Written Information Security Program (WISP). This excerpt from the WISP defines Personal and Sensitive information.

“This Program sets forth the Academy’s policies for accessing, collecting, storing, using, transmitting, and protecting electronic, paper, and other records containing Personal Information, as well as sensitive Academy information resources.

For Purposes of this Program, “Personal Information” means an individual’s first name and last name, or first initial and last name, in combination with any one or more of the following data elements that relate to such individual: (a) social security number, (b) driver’s license number or state-issued identification card number, or (c) financial account number, or credit or debit card number, with or without any required security code, access code, personal identification number, or password that would permit access to an individual’s financial account. “Personal Information” does not, however, include information that is lawfully obtained from publicly available information, or from federal, state, or local government records lawfully made available to the general public. In addition to “Personal Information” as defined above, the Academy also defines the following as Sensitive in nature and thereby subject to safeguards commensurate with the risk and sensitivity of the information: (a) health information, (b) student records, (c) employment information, (d) donor and alumni information, and (e) any information that, if disclosed, altered, or lost, would pose a reputational risk to Phillips Academy.”

- Disclosing and/or gossiping about confidential or proprietary information related to Phillips Academy or making public remarks that defame or disparage the Academy, its personnel, its students, or its interests (including but not limited to e-mail, voice mail, text messaging, social networking sites, websites), or that recklessly disregards or distorts the truth of the matters commented on, is prohibited.
- All users must refrain from acts that waste Academy technology resources or prevent others from using them. Users will not access, modify, or delete others’ files or system settings without express permission. Tampering of any kind is strictly forbidden. Deliberate attempts to tamper with or degrade the performance of an Academy computer system, telephone system, or network or to deprive authorized users of access to or use of such resources are prohibited.



- Students may not send broadcast e-mail or broadcast voice mail without prior permission from the dean of students or director of student activities.
- Users are responsible for both the content and possible effects of their messages on the network. Altering electronic communications to hide your identity is considered forgery and is prohibited.
- Phillips Academy actively discourages the use of hand-held cellular devices and other wireless communication devices while driving cars, trucks, or golf carts both on and off campus, during Academy work time or on Academy business. Academy employees are encouraged to use cellular devices in a manner consistent with the recommendations of regulating documents and organizations, including the manufacturer's recommendations, the Academy faculty and staff handbooks, the Department of Motor Vehicles, and the Commonwealth of Massachusetts.
- Cellular devices should always be turned off or placed on vibrate mode during classes, concerts, and lectures, and in a library setting, computer center, office, work site, or any venue where a ringing phone may cause disruption. Should you need to take an emergency call during the workday, please locate a private place in which to talk so as not to disturb others.
- Monthly charges for individually-owned cellular devices will not be paid by the Academy. If the need arises for an institutional device, speak to your supervisor for approval.

## Copyright & Licensing

Users will abide by all copyright, trademarks, patent, and other laws governing intellectual property.

- No software may be installed, copied, or used except as permitted by law. Users must strictly adhere to all software license provisions.
- Software downloaded from the Internet or obtained elsewhere cannot be installed on Academy equipment unless approved by the Office of Information Technology.
- Use and/or distribution of others' intellectual property (including, but not limited to, text, images, sound, and software) without permission of the copyright holder is a federal crime and can result in criminal penalties, even if the material is distributed for free, with no monetary gain to you.

## Inappropriate Materials

The Academy prohibits faculty, staff, and students from keeping pornography in any form at school, including, but not limited to, magazines, posters, videos, electronic files, or other electronic materials.

- Use of the Academy network or equipment by any authorized user to create, access, download, edit, view, store, send, or print materials that are illegal, offensive, harassing, threatening, intimidating, discriminatory, sexually explicit or graphic, pornographic, obscene, or otherwise inconsistent with the values and general standards for commu-

nity behavior of the Academy is prohibited. The Academy will respond to complaints of harassing or discriminatory use of its technology resources in accordance with its Anti-Harassment and Anti-Discrimination Policy. These provisions are not intended to prohibit an authorized user from carrying out his or her assigned educational, employment, or administrative function.

- The receipt of any inappropriate material, as described above, should be saved and reported as described in Policy Enforcement & Sanctions (page 35).

## Security

Each user is responsible for the security and integrity of information stored on his or her computer, third party storage platforms (Dropbox, iCloud, etc.), or voice mail system. Computer accounts, passwords, security codes, and other types of authorization are assigned to individual users and must not be shared with or used by others. Phillips Academy, at its sole discretion, reserves the right to bypass such passwords and to access, view, or monitor its systems and all of their contents. By accessing the Academy's system, you have consented to the Academy's right to do so.

- Anyone accessing Phillips Academy systems is required to change their Active Directory password every 12 months (365 days).
- Use of voice mail security codes is required.
- Procuring, removing, or relocating Academy-owned technology resources requires prior authorization from the Office of Information Technology.
- Students and faculty who live in dormitories are provided the opportunity to connect to the Academy network. Student use of modems in the dormitories is prohibited. For faculty members, modem use is prohibited on computers that are directly connected to the Academy network.
- Users may not attempt to circumvent or subvert the security provisions of any other system.
- For security and network stability reasons, personally owned devices such as hubs, switches, routers, wireless access points, and servers or server services cannot be installed on the Academy's network or anywhere on campus, unless authorized by the Office of Information Technology.
- Users are required to have updated virus protection software on their computers when connecting to the Academy network. Any computer found to be infected with viruses or malware to the extent that it may negatively affect other computers or general network performance will lose network services. Services will be restored once a member of the Office of Information Technology has verified that all viruses and malware have been removed and proper, updated anti-virus software is installed.

## The Internet at Andover

There are risks involved with using the Internet. To protect personal safety, Internet users should not give out personal information to others via e-mail, social networking sites, bul-

letin boards, or other systems. The Academy cannot guarantee that users will not encounter text, pictures, or references that are objectionable. Responsible attitudes and appropriate behavior are essential in using this resource. As with e-mail, information that a user places on the Internet is akin to sending a postcard rather than a sealed letter. Its contents can last indefinitely and may be accessed by system administrators on this campus and elsewhere.

- Users must be aware that some material circulating on the Internet is copyrighted and subject to all copyright laws. Materials taken from the Internet must be properly footnoted.
- Users must be aware that some material circulating on the Internet is illegally distributed. Users must never use the Academy's system to download illegally distributed material.
- Users are cautioned not to open e-mail attachments or download any files from unknown sources, in order to avoid damaging their computers and bringing destructive viruses into the Academy's system.

## Policy Enforcement & Sanctions

All members of the community are expected to assist in the enforcement of this policy. Persons in violation of this policy are subject to a full range of sanctions, including, but not limited to, the loss of computer, telephone, or network access privileges, disciplinary action, and dismissal/termination from the Academy. Some violations may constitute criminal offenses as defined by local, state, and federal laws, and the Academy may initiate or assist in the prosecution of any such violations to the full extent of the law.

- Any suspected violation of this policy should be reported immediately to the director of the Office of Information Technology, as well as to the dean of students (if the suspected violator is a student), the dean of faculty (if the suspected violator is a faculty member), or the director of human resources (if the suspected violator is an administrator or staff member).

## ■ Major Offenses

The focus of our disciplinary system is education: we believe people can learn from their mistakes and remain contributing, positive members of the community. A serious rule violation therefore often leads to a term of Probation, during which the student is asked to demonstrate both the willingness and ability to learn and mature from the experience. There are, however, certain offenses for which a student should expect to be dismissed from Phillips Academy regardless of any prior disciplinary record. These include any egregious offense deemed exceptionally misguided or dangerous. Examples include serious instances of hazing, harassment, or bullying, major theft, repeated and calculated cheating, multiple offenses occurring in close proximity of time to each other, or consumption of alcohol or drugs that result in harm or risk of harm to self or others. In addition, Dismissal is the most likely outcome, even after a first offense, when a student is selling or providing alcohol or illegal or prescription drugs (including drugs used to treat ADD and ADHD), is in possession of paraphernalia associated with provision of alcohol or illegal or prescription drugs, or is transporting others to obtain illegal drugs or alcohol. Failure to meet the terms of Probation, lying to a Discipline Committee (even if discovered long after the fact), or a second probationary offense also will lead to Dismissal from the school.

In order to clarify the community expectations, we have included below a minimum list of major offenses that all students have a responsibility to review and remember. Committing any major offense outlined in the Blue Book usually results in a meeting with the cluster Discipline Committee, followed by a formal disciplinary response, regardless of whether a student is on campus or school is in session.

Examples of major offenses include, but are not limited to, the following:

### Community

- Actions threatening or posing a risk of harm to the health, safety, or well-being of self or other persons.
- Malicious, threatening, or defamatory remarks of any kind.
- Actions potentially dangerous to people or property, including violation of fire regulations; destruction or defacing of property; and possession, use, or acquisition of any type of weapon, weapon facsimile, ammunition, fireworks, or other hazardous materials.
- Infliction of personal injury, including hazing, violation of privacy (including the use of any recording or imaging technologies), or actions or communications (verbal or written) constituting harassment of any kind. Students who are involved in acts of hazing, harassment, or bullying will be sent to the Community Conduct Council (see page 10).
- Organizing or hosting rule-breaking activity in a student's home, room, or car, whether on or off campus, even when the student is not participating in the actual rule breaking.
- Remaining in the presence of others who are breaking rules. Students cannot be willfully blind to rule-breaking activity.



- Theft of goods or services; misuse of electronic communication devices, credit/debit cards, or ID cards. Students may not possess ID cards that contain false information.
- Serious or repeated absenteeism in a single term from required school appointments or repeated terms of poor attendance. Required school appointments include classes, sports, All-School Meetings, work duty, and required seminars.

## **Dishonesty**

- Dishonesty, including but not limited to lying, cheating, plagiarizing, misuse of sources, dual submissions of academic work, or facilitating cheating; fraud of any kind, including, by way of example, deceit regarding permission forms or class excuse notes; or falsifying sign-in. Students who are involved in acts of plagiarism or academic dishonesty will be sent to the dean of studies (see page 47).

## **Drugs, Alcohol & Tobacco**

- The possession, use, or testing positively for use of alcoholic beverages or drugs; the possession of paraphernalia or containers associated with alcohol or drug use; the abuse or misuse of other substances, including inhalants, over-the-counter medicine, or prescription drugs, including those used to treat ADD or ADHD; or being in the presence of alcoholic beverages or drugs.
- Purchasing, selling, or providing illegal or prescription drugs or alcohol.
- Providing transportation to obtain drugs or alcohol.
- Smoking in, on, or in close proximity to any Academy building or repeated use of tobacco products or e-cigarettes.

## **Permissions**

- Absence from school bounds without permission.
- Serious or repeated violation of rules regarding sign-ins and absence from one's dormitory after sign-in deadlines.
- Unauthorized dormitory room visiting outside of permissible hours.
- Serious or repeated violation of regulations regarding the possession, registration, parking, and use of motor vehicles on campus.

## **Technology**

- Violation of the Acceptable Use Policy, including any inappropriate use of the school's computers, network, telecommunications equipment, or radio station; failure to comply with copyright laws; repeated or excessive downloading and sharing of any copyrighted material (movies, music, video, etc.) and/or any destructive, inappropriate, and/or hacking behavior.
- Downloading, distributing, or sharing sexually explicit material.



## Other

- Gambling.
- Running or serving as an agent for any business while on campus.
- Failure to live up to the terms of probation.
- An accumulation of offenses that have resulted in repeated disciplinary responses or that otherwise clearly indicate an unwillingness or inability to live within school behavioral guidelines.
- Failure to cooperate in an investigation regarding a possible rule infraction and failure to participate in any part of the Discipline Committee process.

## Disciplinary Responses to Major Offenses

When there is sufficient concern, the community responds to the student as a whole by encouraging personal growth and the acceptance of responsibility. In all instances of major offenses, parents will be notified before and after disciplinary action.

When a rule violation is suspected, a faculty or staff member normally will question the student about the suspected violation and ask for a response. As necessary, a member of the faculty, normally a cluster dean, will investigate the event and inform the student's house counselor or day student advisor about the investigation. To ensure a clear and focused conversation between the cluster dean and the student, the student will be expected to silence all electronic devices and put them in a place designated by the cluster dean. When appropriate, the cluster dean also will see that parents are notified.

In extraordinary circumstances, as in a situation in which the welfare or safety of the student or others appears to be jeopardized, a student may be required to leave campus immediately. A disciplinary response may be postponed until the student is allowed to return to campus. If no return is contemplated, it may be possible to hold a disciplinary proceeding in which the student participates electronically.

## The Discipline Committee

Once it is determined that a major offense has occurred, a Discipline Committee (DC) is convened to recommend to the cluster dean an appropriate response. During deliberations, all members of the DC are encouraged to offer their perspectives and suggestions as the group comes to consensus on an appropriate response. Although consensus is the goal and usual outcome of a DC, the dean, who serves as chair of the committee, has responsibility for all final decisions except Suspension or Dismissal. In such cases, the committee's recommendation is passed on to the dean of students, who reviews and finalizes the decision. Prior to any DC, a family may choose to withdraw from the Academy. In this case, the student withdraws "with discipline pending."

Prior to the DC meeting, the student will be informed of the major offense(s) under consideration and be asked to give a full written and oral account of the incident(s) to the DC. Dishonesty by a student during a discipline meeting, even if discovered at a later date, will lead to a recommendation for an immediate Dismissal.

The student meeting with the DC may request that a faculty member make a presentation on his or her behalf to members of the committee. The cluster dean will determine whether such a presentation will be in writing or in person. If the presentation is made in person, the guest will be asked to leave the meeting following his or her presentation and prior to all deliberation.

Members of the cluster DC normally include the cluster dean, the cluster president, a student DC representative, the house counselor or day student advisor, and a faculty DC representative. Occasionally, the committee may be configured somewhat differently. For example, if the cluster dean is also the offender's house counselor or day student advisor, another dean may chair the meeting, or, if issues of student privacy are of grave concern, the DC may include only faculty and not student members. If the cluster president is sitting before the DC, one of the committee representatives will sit in his or her place during the meeting. The cluster dean, house counselor, or day student advisor also may recommend a "small DC," comprising the house counselor or day student advisor, the cluster dean, and the cluster president. A small DC might be suggested for offenses during the last two weeks of a term if Suspension and Dismissal are not potential outcomes. A student always may opt for a full hearing instead of a small DC.

In situations in which students from more than one cluster are involved in a disciplinary incident, the dean of students may convene the cluster deans of the students involved to discuss the recommended responses by the respective committees prior to final decisions being made.

Any appeals regarding a DC's decision must be made to the dean of students and will be considered only if the dean learns that normal DC procedures were not followed or if new relevant information becomes available following the committee's decision. The head of school will consider subsequent appeals under the same circumstances, but only for decisions of Suspension or Dismissal.

At the midterm and end of each trimester, the cluster faculty meets and serves as the Discipline Committee that responds to students who have poor attendance records. In addition, the cluster faculty reviews the records of students who have been placed on Probation (see page 41).

The DC, dean, and cluster faculty work to find responses that relate directly to the offense(s); a previous discipline record invites a stronger response. Finally, counseling may be required as part of a response and can include conversations with peers, faculty, a psychologist, and/or the medical director. Following are explanations of possible disciplinary responses:

## Work Hours

In some cases, a student who demonstrates unwillingness to cooperate with community rules or expectations may be given extra work hours to be completed under the supervision of an assigned supervisor. Students may be required to assist staff in Paresky Commons, the library, the grounds department, or other locations on campus.

## Disciplinary Restriction

For certain rule violations, a house counselor, day student advisor, cluster dean, or cluster faculty member may place a student on Disciplinary Restriction for a specific period. During the period of Disciplinary Restriction (which is usually one or more weeks), students are restricted to school limits (see map on page 82) and must be in their own rooms without visitors after 8 p.m. on nights before class days and in their own dormitories by 8 p.m. on weekend nights. Students on Disciplinary Restriction may not request room-visiting permission at any time of day.

For day students, the cluster dean, on behalf of the cluster faculty, specifies the terms of Disciplinary Restriction in each instance. Parents are asked to help by applying, wherever possible, the same limitations that the school applies to boarders. Normally, the school also requires that day students on Disciplinary Restriction leave campus by 8 p.m. each evening, including weekends.

## Bounding

For certain kinds of offenses, a cluster dean or cluster faculty member may prohibit a student from taking Day or Overnight Excuses or leaving the town of Andover (see map on page 83) for a period of time, usually the first half of a trimester.

## Dean's Reprimand

A cluster dean, with or without the recommendation of the cluster Discipline Committee, may issue a Dean's Reprimand, with some period of Disciplinary Restriction, when a student's misbehavior is minor in nature.

## Censure

A cluster dean, with or without the recommendation of the cluster Discipline Committee, may issue a formal Censure, with some period of Disciplinary Restriction, to indicate the gravity of a student's misbehavior or error of judgment.

## Warning

A cluster dean, on behalf of the cluster Discipline Committee, may place a student on Warning, indicating that a repeat of a similar serious rule violation would likely lead to Dismissal. After a student is placed on Warning, the student selects a Warning counselor, a faculty member who will help to guide and counsel the student for the remainder of the term (or through the end of the next term if less than seven weeks remain in the term). Seniors who commit a major offense on or after May 1, and who consequently are placed on Warning, will have their diplomas mailed to them during the summer (the exact date to be determined by the head of school) and also may be required to leave campus after their last academic commitment and to forgo prom and Commencement activities. The cluster faculty may place a student on Warning for an excessive number of absences or repeated terms of unexcused absences. A student who is placed on Warning for an offense similar to a previous offense that resulted in Probation will likely be dismissed.

## Probation

A cluster dean, on behalf of the cluster Discipline Committee, may place a student on Probation, indicating that the student needs to demonstrate through his or her behavior that he or she should be allowed to remain a member of the Phillips Academy community. The period of formal Probation runs until the end of the current term, or, if there are fewer than seven weeks remaining, until the end of the following term. During this time, a student is expected to obey all school rules and to justify his or her place in the community by attitude and cooperation in all areas. The student must maintain satisfactory grades in his/her academic subjects, have a satisfactory attendance record, and receive positive reports at the end of the trimester from teachers, work duty supervisor, coach, and counselors. A student who is involved in another major rule violation or a series of minor rule violations while on formal Probation should expect to sit before a Discipline Committee with the likelihood of being dismissed.

Probation may be accompanied by a period of Disciplinary Restriction and/or work hours. In particularly serious cases, a student may be sent home (or to an authorized agent) for a period of three to five days, to be returned to school by parents, if possible. The intent is to encourage communication among the student, parents, and school.

Every student placed on Probation must attend a meeting with a member of the Graham House Counseling Center, who will then work with the cluster dean to determine the process by which the probation counselor is chosen. The student will be expected to meet weekly with the probation counselor to discuss his or her progress in a supportive environment. Failure to meet with the probation counselor could result in not meeting the terms of Probation.

At the conclusion of the term of Probation, the cluster dean will solicit comments from the student's teachers, coaches, house counselors, advisor, probation counselor, and work duty supervisor regarding the student's progress while on Probation (addressing effort, attitude, and attendance). The cluster Discipline Committee will then consider these reports—along with a written statement by the student in which he/she reflects on the period of Probation and discusses what he/she has learned about him/herself in the process—and will make a recommendation to the cluster faculty. The cluster faculty will then review the student's performance while on Probation and will recommend to the cluster dean that a student who has met the terms of Probation be removed from Probation. In the event that the cluster faculty determines that a student has not met the terms of Probation, subsequent Dismissal by the dean of students is the likely result.

The school does not permit more than one term of Probation. A student who commits a second probationary level infraction will be dismissed.

Seniors who commit a major offense on or after May 1 and who consequently are placed on Probation will be required to leave campus after their last academic commitment and forgo both prom and Commencement activities. Diplomas will be mailed during the summer, with the exact date determined by the head of school.

In the spring term, when graduation occurs before the regular cluster faculty meeting, the cluster dean will assemble the cluster faculty to consider the cases of seniors who are on Probation.



## Suspension

In rare instances, usually upon recommendation of the cluster Discipline Committee, the dean of students may suspend a student when it is judged that the infraction merits a stronger response than Probation or that the causes of difficulty can best be remedied during an absence from school for a period of time ranging from one week to the following school year. During that time, the student may be asked to complete a project or to meet certain stipulations and may not visit campus. Academic credit at Phillips Academy does not automatically accrue for terms thus interrupted. A senior who has been suspended may not receive the diploma until he or she has been reinstated and completed the diploma requirements. After being suspended for the remainder of a trimester or year, a student must comply with all requirements as outlined and reviewed by the cluster dean, dean of students, and dean of studies in order to be readmitted from Suspension. If any academic, attendance, community service, or counseling requirements have not been met during the time away from campus and by the designated date, a student may be dismissed. Upon return from Suspension, the student will serve a term of Probation and is expected to be a model citizen. A student who violates a major school rule after having been suspended should expect to be dismissed.

## Dismissal

A cluster Discipline Committee (and cluster faculty, in the case of students who are on Probation) may recommend to the dean of students, who will review and finalize the decision, the Dismissal of a student who fails to live up to the expectations and rules of the school. Failure to meet the terms of Probation, lying to a Discipline Committee (even if discovered long after the fact), being placed on Warning for repeating a similar serious rule violation, or a second probationary offense will result in Dismissal. There also are certain offenses for which a student should expect to be dismissed from Phillips Academy regardless of any prior disciplinary record. These include any egregious violation of a major rule and any offense deemed exceptionally misguided or dangerous. Examples include serious instances of hazing, harassment, or bullying, major theft, repeated and calculated cheating, multiple offenses occurring in close proximity of time to each other, or consumption of alcohol or drugs that result in harm or risk of harm to self or others. In addition, Dismissal is the most likely outcome, even after a first offense, when a student is selling or providing alcohol, illegal or prescription drugs (including drugs used to treat ADD or ADHD), is in possession of paraphernalia associated with provision of alcohol or illegal or prescription drugs, or transporting others to obtain illegal drugs or alcohol.

## Discipline: Consequences for Student Leaders & College Applicants

A student who breaks a major school rule and is placed on Probation should expect to be required to give up leadership positions. In addition, during a term of active Probation a student may not be elected to any leadership positions and Probation will be considered a factor in all applications for appointed positions. A student in a leadership role who is placed on Warning also may be required to resign; the decision is made by the cluster dean based on a recommendation by the Discipline Committee. The dean of students reserves the right to revoke all special covenants for a student who breaks a major rule, including poor attendance.



Although we view discipline as part of the educational process and normally an internal matter, rule violations by students at Andover also may have consequences beyond the confines of the Academy. Colleges have become increasingly concerned about student behavior. When colleges ask about disciplinary action, students and college counselors are expected to respond honestly regarding serious disciplinary infractions, which we define as Probation and Suspension. Such reporting occurs at the time a college application is submitted, while the application is being reviewed, or after the admission decision has been made, depending upon when the major rule violation takes place.

When a student is dismissed from the Academy, colleges at which the student has active applications for admission or at which the student is holding an offer of admission will be so notified. A student recently graduated from Phillips Academy and traveling on a summer, school-sponsored trip who breaks a major school rule should expect that his or her college will be notified if that college asks for that information in the application process. As advocates for our students, the college counselors will work closely with students in reporting these matters to colleges.

# ■ The Academic Program

## General Description

### *The Curriculum*

The educational program and its associated policies and expectations may change at any time. This document as written does not limit the authority of the Academy to alter its policies and procedures to suit any changed circumstances. As appropriate, significant changes made after the publication of this document will be communicated to students and parents as they occur.

The diploma requirements, chosen and voted on by the entire faculty as essential elements of an educational program, are designed to ensure that Phillips Academy graduates successfully complete a course of study in a broad range of disciplines and skills that, in the judgment of the faculty, provide the appropriate foundation for a liberal education. The requirements are further specified as to skill level and content by the academic divisions and departments, with the oversight of the Academic Council. Certain requirements vary in keeping with the length of time a student attends the Academy.

Topics, texts, and materials occasionally may not win the full approval of all students or parents. However, they will be selected carefully and thoughtfully within our academic departments, then presented and considered in managed contexts. Parental objections to course materials will not affect student placement in sections or courses.

### *The Trimester Plan*

The school year is separated into three trimesters. Within a given week, classes are scheduled to meet according to varying patterns. Many departments offer yearlong courses, as well as those that are term-contained (completed in one trimester). The diploma requirements are stated as full-year courses or trimester courses, depending on the academic area involved.

### *Placement of Newly Admitted Students*

Students entering their first year receive placement materials, including forms for present teachers to complete and self-administered diagnostic assessments in elementary algebra, music, and some world languages. These items are used by the Academy to aid in proper placement or recommendation of course levels. New students also are asked to complete to the best of their ability a course selection form indicating the courses they wish to take during the coming year. Although the placement material may alter a student's preliminary selections somewhat, it is helpful, for planning purposes, to know the levels each student thinks he or she is ready to enter.

In some subjects, such as English, course-level placement aligns directly with grade level. Thus, all ninth-graders take *English 100*. In other subjects, such as math, placement is independent of grade level and depends instead on background and placement tests.

Grade levels at Andover have unusual names: ninth-graders are called Juniors, 10th-graders are called Lower, 11th-graders are called Uppers, and 12th-graders and postgraduates are Seniors.

### *Advising & College Counseling*

Each student has an advisor. This faculty member is expected to guide the student in shaping a well-thought-out, long-term educational program that will incorporate both breadth and depth. In planning a program of studies, the student's needs and aspirations, insofar as they can be identified, are carefully considered, as is the necessity of meeting diploma requirements.

As each student also will work with a college counselor (usually starting in upper year), advisors are not asked to be experts on the entrance requirements of individual colleges and universities, programs within these schools, or the National Collegiate Athletic Association (NCAA). Students and parents are encouraged to research such requirements on their own by going to the websites of individual institutions. The College Counseling Office can consult on such matters at any point in a student's career.

The house counselor (for boarders) or the advisor (for day students) will report to parents concerning the student's growth and progress. Late in the spring, students in the three lower classes (Juniors, Lowers, and Uppers) and their respective advisors will prepare course selections for the coming year; a copy of these selections will be on the Parent Portal. The advisor will welcome any information and suggestions parents may wish to offer.

### *Course Requests*

New students meet with their advisors during the orientation prior to the beginning of classes in September to review, adjust, and approve the course selections the student has made during the spring or summer. Subsequently the student meets at least biweekly with his or her advisor to establish a personal relationship and to ensure that issues that arise concerning the student's educational program are addressed promptly.

Midway through each term the student and the advisor together make or confirm course selections for the upcoming term and review long-range plans. All course requests that meet necessary prerequisites and other academic requirements are entered into a computer program that determines the assignments and sets the student's schedule. Each term the class lists and the student course schedules are published no later than the day before classes begin. Thereafter requests to transfer or drop or add a course must follow the procedures described in the next section. The Academy does not accept requests for specific teachers in multisection courses.

### *Course Load*

Phillips Academy's academic program is based upon the premise that students are capable of studying independently, responsibly, and with self-direction.

During junior year, students may take five or six courses as deemed appropriate by the student with guidance from the advisor and Advising Council, a group of faculty appointed by the dean of studies. Subsequently, students are expected to carry five courses each term. On occasion and with the approval of the Advising Council, programs of six courses may be taken. The six-course load policy can be found in the Academic Expectations and Policies section.

Rarely, a reduced course load (fewer than five courses) may be appropriate. The Academy's medical director or the director of psychological counseling may recommend or require a reduced course load for health-related reasons. The Student Program Review Committee (SPRC) also may require a reduced course load. In other exceptional circumstances, the Advising Council may approve a reduced course load.

Over the span of their last two years, students are required to complete at least 27 trimester units, with at least 12 of those units taken in the senior year.

### *Diploma Requirements*

The basic diploma requirement is the satisfactory completion of a four-year secondary school program, of which at least three trimesters must be at Andover. The student must be in good standing (not on probation or under suspension) at the time of graduation. A student who has been dismissed is ineligible for a diploma unless readmitted. Details about diploma requirements can be found in the *Course of Study*.

### *Independent Projects*

The Abbot Independent Scholars Program (AISP) provides selected seniors (and the occasional younger student who has exhausted the course offerings in the desired area(s) of study) an opportunity to work independently with a faculty mentor for course credit. Each project is graded on the standard 0–6 scale by the supervising faculty mentor.

Additional information on the AISP and its application process is available on PAnet.

### *Standardized Tests*

The following standardized tests are offered on campus: the PSAT Assessment, the ACT Assessment, the SAT Reasoning and Subject tests, and Advanced Placement (AP) exams. Testing schedules and registration materials are available on the Academy's website and through the College Counseling Office.

### *Learning in the World: Off-Campus Learning*

Andover offers a unique array of off-campus learning programs, including faculty-led trips to China, Russia, India, and Peru, as well as opportunities in France, Brazil, South Africa, and London. Areas of inquiry touch on a range of topics, including international education, language development, water resources, environmental sustainability, and more. Domestically, we offer a service-learning trip to South Carolina and an exploration of native communities and archaeology in New Mexico, and will soon launch a program on the American South, focused on civil rights. Information about specific programs and financial aid can be found on the school's website, [www.andover.edu](http://www.andover.edu), under Academics.

# ■ Academic Expectations & Policies

## Academic Integrity

Honesty is the basic value on which this community rests and is an essential component of academic integrity. Academic integrity is demanded by the very nature of a school community. Honesty in the academic area means claiming as one's own only that work which is one's own. All scholarship builds upon the ideas and information of others; the honest person makes clear in written work exactly what the source of any borrowed information or idea is, whether it be library materials, the Internet, classmates, or family members. Since words are the bearers of both information and the unique style of the writer, the words of others, if borrowed, must be properly acknowledged. In addition, work done for one course may not be used to secure credit in another. It is not acceptable to submit one piece of work (e.g., notes, computer programs, lab reports, papers, etc.) to more than one course without prior consultation with and written permission from all instructors involved.

When a student fails to meet the Academy's expectations of academic integrity, the instructor and department chair, consulting with the dean of studies, determine the level of the infraction based on their knowledge of the full context in which the infraction occurred. The levels of infraction are as follows:

- Level 1 infractions: "Failure to follow instructions"
- Level 2 infractions: "Failure to adequately cite the work of others"
- Level 3 infractions: "Academic dishonesty"

While the dean of studies and department chair will draw on their experience of similar cases to help ensure consistency in applying these levels of infraction to each individual case, interested parties who are not employed by the Academy—including parents and guardians—have no role to play in making this determination.

Level 1 infractions do not invoke a formal disciplinary response. They are recorded on a form maintained by the Dean of Studies Office that includes detailed instructions.

Level 2 infractions also are recorded on this form; however, Level 2 infractions require that the student meet with the cluster dean, who will issue a formal letter of discipline.

Level 3 infractions—cases of academic dishonesty—result in the student sitting before the cluster Disciplinary Committee.

Level 2 and Level 3 infractions also may carry an academic penalty (for example, a grade of 0 or lesser grade penalty, or a required redo of an assignment or paper) to be determined by the instructor and department chair. Students are required to read and be familiar with the contents of the online Academic Integrity Primer. If a student is unsure about how a particular provision of the primer pertains to a particular course, he or she should discuss the matter with the instructor at the beginning of the course.



## Workload & Major Assignments

For most courses, class time and homework time together should total about eight to nine hours per week. Certain upper-level elective courses, as noted in their descriptions, may require more than the standard four to five hours of homework per week.

Students should be given at least one week's advance warning before a major assignment is due. "Major" implies full-period tests and papers or projects assigned as more than a single night's homework. No class may have more than one major assignment per week (Monday through Friday) during any week of the term. In addition, only two major assignments may be required in the last three weeks of any term, including Extended Period Week. Additionally, no class may have more than one cumulative major assignment—for example, a term paper or a final exam—in the same term. Department chairs monitor the workload associated with their departments' courses principally through course syllabi and course feedback surveys.

Students should expect to be prepared for up to two major assignments on a given day, in addition to the daily assignments for their other courses. If a student has three or more major assignments due on a given day, the student may request postponement of all but two of those assignments. It is the student's responsibility to request the postponement from his or her teacher(s). Non-proctored assignments (such as papers) should be moved in preference to proctored assignments (such as tests), and a collaborative assignment requiring the student's participation (such as peer editing, a group critique, or a group presentation) should not be moved unless there are no other options.

To avoid any misunderstanding about the precise reasons for the request and to document the request, the student must e-mail the three (or more) teachers giving major assignments, copying the student's advisor and house counselor. The e-mail should include a very brief listing of the assignments due for each class and also specify the assignment that the student has requested be moved. The advisor should forward the e-mail to the Dean of Studies Office. (Note: The student e-mail is in addition to the request made of the individual teacher noted above.) A request made of an instructor within 24 hours of the original assignment due date will be honored at the discretion of the instructor. Provided a student makes a request according to the guidelines specified above, teachers are expected to grant permission.

There are special rules governing major assignments and homework for the winter vacation. No major assignment may be due on the last day before winter vacation, and no assignment at all may be due on the first day of classes after the vacation. Each class may have one major assignment just prior to the vacation or just after the vacation (as long as the assignment does not fall on either of the days mentioned above), but not both.

## Midterm & End-of-Term Academic Reports

Student academic reports (including grades) are published at the midterm and at the end of each trimester. At the end of the trimester, with the exception of courses graded on a pass-fail basis, all courses taken for credit are graded on a 0–6 scale:

6—Outstanding

5—Superior

4—Good

3—Satisfactory

2—Minimum Pass (and minimum college certifying grade)

1—Failure

0—Low Failure

At the midterm, and at the discretion of individual departments, courses may be graded on the 0–6 scale, or on a pass/low-pass/fail basis.

## Incomplete Grades

At the end of a trimester or course, a grade of Incomplete may be awarded for medical reasons. Permissions for any nonmedical incompletes are very rare and must be requested from the dean of studies in advance. A grade for incomplete work (passing or not) is bracketed. An asterisk on the brackets indicates the work is incomplete due to illness.

A student has until the last day of classes before the start of Extended Period Week the following trimester to complete the missing work. However, students are encouraged to complete the missing work as early in the term as possible—especially if a student needs to take a make-up exam.

An incomplete grade may be given at the midterm at the discretion of the teacher (for medical or nonmedical reasons).

## The Cum Laude Society

Corresponding to the Phi Beta Kappa Society in colleges is the preparatory school organization known as the Cum Laude Society. The society aims to recognize and encourage high scholarship throughout the secondary schools of the country. The society was founded at the Tome School in 1906 and gradually has been enlarged to 153 active chapters, including our own, founded in 1907. By ruling of the national society, no more than 20 percent of any graduating class may be elected to the Cum Laude Society. Accordingly, in February, based upon term averages from upper year and senior fall, up to 10 percent of the class is elected. In June, based upon term averages from upper spring and senior year, up to 10 percent of the remaining class is elected. To be eligible, a student must be a diploma candidate in good standing in an appropriately rigorous program of study, and not be suspended, be disciplined for dishonesty, or be on Probation during any of the terms under consideration or thereafter. Further information and more detailed criteria are available in the Dean of Studies Office.

## Attendance & Absences

Students are expected to meet, and be on time for, all academic obligations, athletic and activity commitments, work program assignments, and medical appointments, and to attend All-School Meetings and cluster meetings, unless excused in advance by a faculty member. Attendance is taken at every class meeting, required athletic session, work duty assignment, and required meeting, and the number of unexcused absences is reported daily. The total number of unexcused absences is reported to parents on the report card; a record of both excused and unexcused absences also appears on each Instructor Report. Students are expected at least once a week to check their current attendance record on PAnet under Student Schedules. Students who accumulate unexcused absences may expect disciplinary action.

Regular attendance at required commitments (class, athletics, advising, work duty, All-School Meeting, and residential programming) is an essential element of a Phillips Academy education. Inability to attend required commitments for a significant period of time or a significant number of absences (whether excused or unexcused) in a given term may result in a required leave of absence.

Attendance for classes and athletics are reported daily. Students are notified via e-mail the next day if they were marked with an unexcused absence. If a student feels that an error has been made, he or she should contact the cluster dean.

If, for medical reasons, a student is required to be absent from campus or classes or is limited in participation in athletic programs, he or she must arrange personally to be excused through the Isham Health Center ("Isham"). This procedure allows proper recording of necessary absences and excuses, and it permits the health care team to be aware of health problems, to cooperate with families and other physicians, and to make appropriate arrangements on campus. Day students who stay home because of illness must have parents call Isham by 8:30 a.m. each morning in order to be excused from any required commitments. Students may not call the health center to excuse themselves. A day student who misses school commitments because of an off-campus medical or dental appointment may be asked to show an appointment card, receipt, or note from the doctor or dentist.

Excuses from class for religious holidays are granted through the office of the Academy's chaplaincy, and requests to be off-campus or to miss classes for any other reason should be addressed to the cluster dean.

## How to Get Excused from Classes & Academy Commitments

Students wishing to miss class and receive an excused absence should contact the following people for permission:

- His or her teacher for personal time (see next section)
- The Dean of Students Office for proctor/prefect time
- The chaplaincy for religious reasons
- The cluster dean for family events, personal concerns, and emergencies

- The college counselor for college visiting after completion of the College Visit Application Form
- Isham Health Center for illness or doctor/dental appointments
- The associate dean of studies for missing classes during Extended Period Week
- The associate dean of studies for participation in non–Academy-related events such as competitions, performances, showcases, and invitationals. (See “Permission to Attend Non–Academy-Related Events.”)

In most cases, students will be asked first to use their personal time or proctor/prefect time to cover an absence.

## Personal Time, Proctor/Prefect Time

As a rule, students may take one period of personal time in each of their classes and their sports if, and only if, they have no unexcused absences in that class during the current term. There are two exceptions to this rule. First, juniors and lowers may not take personal time in the fall term. Second, students anticipating a request to miss more than two days of scheduled Academy commitments to participate in events not sponsored by the Academy at any point during the academic year should not request personal time during any term; if granted permission to be off-campus, the student must use all of his/her annual allotment of personal time to cover the classes missed (see below). Personal time must be scheduled at least 24 hours in advance of the missed class or practice. After missing a class or practice, a student may not ask that this unexcused absence count as personal time. A student may be denied personal time for an extended period class, or if there is a scheduled test, quiz, or laboratory, or if the student's presence is required for a presentation, group exercise, or other collaborative activity. Personal time also may be denied if the teacher feels that the student is struggling in the course. Personal time may be taken to extend a long weekend or a vacation only with cluster dean approval. Personal time may not be taken during Extended Period Week. Students may take personal time from All-School Meeting once a year. Except for the All-School Meeting attendance, every student gets a clean slate of personal time each term. The previous term's cut history will not affect the new term's personal time. Proctors and prefects have one additional period of personal time in each class and sports each term.

## Permission to Attend Non–Academy-Related Events

The Academy considers its program to be a student's primary obligation and therefore will rarely grant permission to miss scheduled Academy commitments to participate in events not sponsored by the Academy. Students wishing to be excused from Academy commitments to attend non-Academy events must meet with the associate dean of studies as much in advance as possible, with a required minimum of two weeks advanced notice, except in cases of emergency.

Students will be expected to use personal time to cover their absences from Academy commitments, including personal and proctor/prefect time from multiple terms.



Students will be allowed to miss Academy commitments to participate in non-Academy-related competitions, performances, showcases, invitationals, and similar events only if all of the following conditions apply:

- The request to miss Academy commitments is made at least two weeks in advance of the event.
- The student is participating in the related activity (varsity sport, artistic endeavor, etc.) at the Academy, unless that activity is not offered.
- If a competition, the event is at the national or international level.
- The student will miss no more than a total of five days in any academic year to participate in such events.
- The student has the approval of the appropriate department chair or faculty advisor (e.g., the athletics director for athletic competitions, the music chair for music performances, the faculty advisor to Philomathean for a debate tournament), the associate dean of students for personal and community education, and the cluster dean. The student must have no grade below a 3 and be in good standing with respect to attendance and discipline to receive such approval.

Permission to participate in non-Academy-related events during Extended Period Week is unlikely to be granted; see “Extended Period Week and Final Assessments.”

## Participation in Academy-Sanctioned Off-Campus Activities

To participate in Academy-sanctioned off-campus trips, programs, and projects (whether the Academy is in session or not), students must have no outstanding balance in the comptroller’s office. Furthermore, any student who is not in good standing from a disciplinary or behavioral perspective must seek and receive permission from the dean of students and the dean of studies before being allowed to participate. If the Academy is in session, students are expected to use their personal time to cover any absences (as well as proctor/prefect days if applicable), to notify their teachers in advance, and to make up all missed work.

## Student Requests for a Change in Teacher

Recognizing that effective education requires productive relationships between teachers and students and that such relationships take time to develop, and recognizing also that open discussion between the parties involved in seemingly difficult relationships is itself an important part of education, the Academic Council has approved the following general procedure on student requests for a change of teacher:

1. Permission for a student to change teachers in a multisection course may be given by the department chair. The Academy does not accept requests for specific teachers.
2. If there has been no previous relationship between the student and teacher, no request for change will be considered until an appropriate period of time has passed (at least one term). During this time both parties are expected to make good faith efforts to develop an effective relationship. Requests for change informed by an appropriate period of experience will be considered according to departmental policies, which may

include a requirement that a conversation about the request has occurred between the student and the teacher. The department chair is available to facilitate these conversations if either the student or the teacher so desires.

3. Students are advised that permission to change teachers carries no guarantee that the student will be assigned to any particular section or teacher. Students also are informed that such teacher changes may require that other elements of their schedule be altered.

## Teacher Continuity

The Academy makes an effort to maintain teacher continuity in yearlong courses and continuing sequences. Teacher continuity occasionally may be disrupted (1) if a student signs up for a new course that conflicts with a yearlong course or continuing sequence, (2) when students are moved among sections of the same course to balance section sizes, (3) by departmental staffing needs, or (4) by unforeseen changes in a student's or teacher's schedule.

## Course Enrollments & Cancellations

The school reserves the right to change advertised courses, to alter the dates on which they are offered, and to cancel, at any time up to the third day of classes, any advertised course in which enrollment is judged to be unacceptably small. Likewise, the school has the right to restrict enrollment in any course when sign-ups exceed the departmentally determined course capacity.

## Six-Course Load Policy

Because of both the rigor of individual courses and the Academy's commitment to limiting class size, taking a sixth course after junior year is considered a privilege and not a right. If a student can be scheduled for six courses, approval of that program is automatic only if (a) the sixth course is *Music 900–910* or *Physical Education 200*, (b) the student has earned at least a 5 average in the previous term and has no incompletes, or (c) the sixth course is *Theatre 900, 901, 902, 903, or 920*, and the student has approval of the chair of the Department of Theatre and Dance.

In all other instances, the Advising Council will meet during the second week of classes to determine which students will be allowed to continue with six courses. Only in rare circumstances will a student with a grade of 3 or lower in a discipline in which he or she is continuing be allowed to take a sixth course other than *Music 900–910; Theatre 900, 901, 902, 903, or 920; or Physical Education 200*.

Approval of a six-course load, whether granted automatically or by the Advising Council, is conditional upon a satisfactory record at the midterm. Any student with a grade of 0, 1, 2, LP, or F at the midterm will be required to drop a course, returning to a standard five-course load. Exceptions may be granted by the Dean of Studies Office or by the student's core team or full team. Any student with one or more incompletes or a 3 at the midterm will be allowed to continue with six courses only with the approval of the student's core team. Thus, all students taking six courses must understand they may be asked or required to drop a course after midterm despite having done the work in that course for half of a term.

## Adding, Dropping, and Changing Courses

To transfer into or drop a course, a student must first obtain a signed Course Drop/Add Slip from his or her advisor, then take it to the scheduling officer in George Washington Hall to complete the process. Section changes (same course, different time or teacher) and level changes (e.g., *Chemistry 300* to *Chemistry 250*) must be approved by the department chair. No student may transfer into a class without an official transfer slip signed by the scheduling officer. Transfers into term-contained courses must take place during the first five calendar class days of the term. Advisors may approve the dropping of term-contained courses only during the first three weeks of class in a given term. Students wishing to drop a term-contained course after the end of the third week of class in a given term—or a yearlong or two-term course after the first five calendar days of the course—must ask the assistant dean of studies for permission to petition and obtain the approval of the student's house counselor, the student's advisor, the instructor, the department chair, and the college counselor, as appropriate. Requests to petition must be made before the end of the second week following midterm. No requests will be considered after this date. Credit for yearlong and two-term courses is granted, at the discretion of the department chair, only if the student is passing the course at the time it is dropped and only for that portion completed.

Yearlong and two-term courses are considered to be long-term commitments. Only for academically compelling reasons and with permission of the Dean of Studies Office, may a senior petition to drop a yearlong or two-term course for the spring term. (One-year international students who are returning to their home countries to continue their education do not need special permission to petition to drop courses in the spring.) Prior to filing a drop petition, a senior must discuss the decision with his or her college counselor, who will advise the student on college admissions considerations. As with the normal petition process, the drop must be approved by the course instructor, the department chair, and the student's advisor, college counselor, and house counselor (if applicable). In addition, the student's parent(s) or guardian(s) must be notified that the student is petitioning to drop a yearlong or two-term course.

Course drops for medical or health-related reasons may be approved by the Academy's medical director or by the director of psychological counseling, and do not need to go through the petition process.

## Auditing Courses

In order to audit a course, a student must have the permission of both the teacher and the department chair. To switch to audit status in a course that a student originally had registered to take for credit, a student must follow the same steps required to drop a course except that the student must have the permission of both the teacher and the department chair, no matter when during the term the student is requesting the switch. A lack of effort on the part of a student is not a valid reason to switch to audit status.

Typically, students audit a course if they need to preview or review the material in order to perform adequately in the subject area during the subsequent term. An audited course is included in the student's course count. (That is, a student auditing one course and taking four courses for credit is considered to be carrying a five-course load.)

## Failing Course & Trimester Grades

A student who receives a failing trimester grade in a course with a cumulative final exam has the option of making up the failure by passing an examination administered by the academic department involved. The timing of any makeup examination is at the mutual convenience of the student and the department. If a student fails a course in which there is no cumulative final exam, the student may or may not be able to make up the failure, at the discretion of the department.

There is no time limit for the makeup of a failing course grade, either single-trimester or multiple-trimester, though a student may not be eligible to advance to the next course in a sequence until the failure is made up or the course is successfully repeated.

There is, however, a time limit for the makeup of a failing trimester grade when that trimester is part of a multiple-trimester course (two term or yearlong). Such a makeup must be completed by the last regular day of classes of the following trimester, prior to the start of extended period week.

A senior who has a failing spring trimester grade is not eligible for his or her diploma until the failure is made up. Such a makeup (whether by exam or other work) cannot be attempted until at least two weeks after graduation.

## Extended Period Week & Final Assessments

All courses have one meeting scheduled during Extended Period Week, the last week of term, for which students must be present. The schedule for this week is available in advance of the start of term, and a student's departure should be set only after consulting this schedule. If departure arrangements must be set before the schedule is available, please assume that the student will have a class meeting during the last available time slot. (Emergency situations will be handled appropriately. However, purchase of nonrefundable tickets for an early departure will not be considered an emergency situation, so please take care when making end-of-term travel arrangements.)

To protect the integrity of the end-of-term assessments that occur during Extended Period Week, the dean of studies does not allow the rescheduling of these assessments, except in extraordinary circumstances. Having students take the same assessment at different times may pose security risks; creating multiple versions of an assessment raises questions of fairness, as not all students are taking the same assessment; and certain assessments may require full class participation. Thus, students are required to participate in final assessments as scheduled by the registrar.



## ■ Actions Faculty May Take to Support Students

At any point in the term, if an adult is concerned about any aspect of a student's performance—including attendance, effort, grades, behavior, or general well-being—that person may notify the student's Core Team.

### Core Team Responses

A student's Core Team includes the primary house counselor (if a boarding student), advisor, and cluster dean.

Actions taken by members of a student's Core Team may include a recommendation or requirement for the student to attend a specific study center or to have in-room study hours, meet with teachers and/or counselors at certain times, work with peer tutors, and/or observe adjusted sign-in times on weekdays and/or weekends for a period of time. The Core Team also may recommend or require other supportive measures to help a student. If required by the Core Team, appointments missed may result in unexcused absences.

### Full Team Responses

In more serious cases, or if a concern persists, the cluster dean will convene a student's Full Team, which includes the Core Team plus all current teachers in academic courses. When a Full Team meeting is scheduled, the full faculty and the student will be notified. Any faculty member can join the meeting, although only Full Team members vote on any proposed actions.

Actions taken by the Full Team may include the Core Team responses listed above and additional supports to help the student, including limits on off-campus permissions and recreational activities for a period of time. The student's cluster dean documents any Full Team responses in an official letter to the student and distributes copies to the parents/guardians and members of the Full Team.

### Student Program Review Committee (SPRC) Responses

The SPRC meets often and includes the five cluster deans, the dean of students, the dean of studies, and two veteran faculty members. In addition, certain program and student service directors will join the SPRC ex officio as needed. The SPRC, on recommendation from a student's Full Team, will discuss and possibly vote to modify a student's program by adjusting the number of courses and/or other obligations that a student is pursuing for a certain period of time. The student's cluster dean documents any SPRC program modifications in an official letter to the student and distributes copies to the parents/guardians and members of the Full Team.

### Full Faculty Responses

The faculty meets at the end of each term to discuss a wide range of topics, including student performance. If the SPRC has serious concern about a student's ability to meet programmatic expectations and/or diploma requirements, it may, in consultation with a student's

Full Team or the cluster faculty, recommend one of the following actions for the faculty to consider at its meeting. The student's cluster dean documents any Full Faculty responses in an official letter to the student and distributes copies to the parents/guardians and members of the Full Team.

### **End of Trimester Review**

At the end of a trimester, if a student is not meeting the programmatic expectations of the Academy, the faculty may vote to place the student on End of Trimester Review. That action may be combined with additional study-hour supports, required weekly counseling, and some activity limits for a period of time. Being placed on End of Trimester Review signifies that unless there is significant improvement in meeting specific expectations as outlined in the cluster dean's letter, the student may be required to take a Leave of Absence or to Withdraw at the end of the next trimester. While a student may be placed on End of Trimester Review more than once, this is rare. The student will be required to write a reflection statement at the end of his/her time on End of Trimester Review, and this statement is considered by the faculty when it reviews the term. Additionally, the student will be partnered with a faculty mentor, who will help guide the student and communicate with parents about the student's progress throughout the term.

### **Required Leave of Absence**

If at the end of a term, the faculty determines that a student is not meeting the programmatic expectations of the Academy, the student may be placed on a Required Leave of Absence. A Required Leave of Absence will normally be for the remainder of the academic year or for the following academic year if the vote is in June, and there will be specific requirements that must be met in order to return. A student who returns from a Required Leave of Absence will normally be placed on End of Trimester Review.

### **Required to Withdraw**

At the end of a trimester, the faculty may vote to require a student to withdraw if it is convinced that the student is unable to meet the Academy's standards.

## ■ Physical Education & Athletics

The athletics department and its programs do not exist apart from the school, but as an integral part of that learning. Participation in the athletics program is compulsory; students do not receive credit for off-campus athletic activities. Participants are required to attend all scheduled sessions unless excused by the athletic supervisor/coach, the athletic training staff, or the Isham Health Center staff.

The physical education course, a one-trimester diploma requirement, is usually offered to juniors and lowers.

### The Physical Education Course—*Physical Education 200*

*Physical Education 200* is designed to teach lifetime wellness and to ask students to consider their response to challenge. The course focuses on a holistic approach encompassing all areas of well-being, including but not limited to exercise, nutrition, stress management, and restoration. Emphasis is placed on self-awareness and investigation. An indoor ropes course provides students with an opportunity for challenge-based learning within a group dynamic. Because *PHED-200* is an honors/pass/fail course, effort is the critical factor in rating a student's performance. Each student is expected to participate fully in class discussions, turn in high-quality written assignments in a timely fashion, and put forth his or her best effort in the pool, in the fitness center, and on the ropes course.

### The Swimming Requirement

Upon arrival, all new uppers and seniors are given a swim test. Those who are unable to meet the requirement are directed to enroll in instructional swimming as their afternoon sport in the fall. Exceptions to this rule can be approved only by the athletics director.

### Exercise & Sport Requirement

Participation in the afternoon program is mandatory for all students. The Department of Physical Education and Athletics offers 31 interscholastic sports, most with three levels of participation; an intramural option each season (soccer, basketball, and Ultimate Frisbee); 17 L.I.F.E (Lifetime, Instructional, and Fitness Education) activities; and Outdoor Pursuits (formerly Search & Rescue).

- A student taking a six-course load that includes Physical Education may elect to use *PHED-200* as the exercise and sport requirement for that term.
- Upperclassmen may pursue an Independent Exercise Option (IEO) for one term beginning upper winter and ending senior winter if they have passed *PHED-200* and the swim test, and with permission of their advisor.
- During any term of upper or senior year, a student may be granted an exemption from the requirement to pursue a one-term Supervised Approved Sports Exemption (SASE); applications are available in the Athletics Office.

## Interscholastic Athletics

Students are strongly encouraged to play at least one competitive team sport while at Andover. The varsity and subvarsity programs provide competition with independent and public school teams of comparable strength. Interscholastic teams usually play other schools on Wednesdays, Fridays, and Saturdays.

## Intramural Athletics

Coed teams compete four days a week in fall soccer, winter basketball, and spring Ultimate Frisbee. The Sheridan Award is presented at Prize Day each spring to that student who has contributed the most to the intramural program.

## L.I.F.E (Lifetime, Instructional, and Fitness Education) Activities

L.I.F.E. activities include ballet, modern dance, fundamentals in training (FIT), spinning, yoga, pilates, and many others. Instructional and recreational sports include crew, tennis, squash, volleyball, basketball, nordic skiing, ice skating, and diving. For more information about the dance program, please see page 79. These offerings usually occur between 3:15 and 4:15 p.m., Monday, Tuesday, Thursday, and Friday. To provide greater flexibility, the department offers early morning, later afternoon, and 7th period options, as well as the Flexible Fitness Options (FFO) periods 1–4.

## Outdoor Pursuits

Outdoor Pursuits activities include a ropes course, hiking, rock climbing, kayaking, canoeing, winter mountaineering, orienteering, and camping. All students learn responsible backcountry practices, and a select few may capstone their experience with a S.O.L.O. (Senior Outdoor Leadership Opportunity). Meeting times vary each term and include some weekend trips. The core program meets 6–8 hours each week. For more information, please contact the athletics director at 978-749-4378.

## Attendance, Grades & Medical Excuses

Absences are accorded the same importance as those from academic classes. Coaches give students a grade of excellent, satisfactory, or unsatisfactory at season's end, and these grades determine whether a student enjoys good standing with the department. Students who have to be excused by the Academy's medical director from active participation in sports must still meet their athletics requirement through service as a team manager or successful completion of a rehabilitative program prescribed by the medical director and implemented by the athletic trainers.

## Student Athletic Advisory Board

The elected captains of all varsity teams are eligible for membership on a committee that advises the athletics director on the varsity awards system and other aspects of the interscholastic program. Led by their elected cochairs, this group seeks opportunities to stimulate interest in Andover athletics and in athletically oriented community service projects.



### Varsity Athletic Awards

Members of varsity teams who meet standards prescribed for each sport may be awarded the Varsity A by the coach and captain at a postseason Athletic Awards Evening. The department's highest award, the Interwoven A Sweater, may be obtained by athletes who have won four A's over four years (in the same season of a sport), three A's in one year, or a total of five varsity A's.

### Managers of Varsity & Subvarsity Team Sports

The student managers of varsity and subvarsity teams serve a vital function in assisting their coaches in the efficient handling of practical and logistical details. Varsity managers may receive appropriate athletic awards for excellent service. Managerial positions are not open to juniors. All managers do the basics level of fitness (four days per week, 45 minutes per day).

### Sports Information

Andover is committed to promoting the success of Andover athletes and teams. To this end, the athletics department has a sports information director. The sports information director is responsible for getting news of Andover sports onto the Academy's athletics website and into local papers and is also responsible, with the school's Office of Communication, for coordinating all athletics publications and newsletters.

### Athletic Offerings

Ballet	Football	Squash
Baseball	Golf	Swimming
Basketball	Hockey	Tennis
Crew	Ice Skating	Track
Cross-Country	Lacrosse	Track and Field
Cycling	Modern Dance	Ultimate Frisbee
Diving	Nordic Skiing	Volleyball
Double Dutch	Outdoor Pursuits	Water Polo
Fencing	Soccer	Wrestling
Field Hockey	Softball	Yoga
FIT	Spinning	

## ■ Required Community Education & Enrichment Programs

The Dean of Students Office, under the coordination of the associate dean of students for personal and community education, provides three programs that foster a sense of community, engage students in exploration of crucial adolescent issues, and provide education and enrichment in the areas of health awareness and risk avoidance.

### *All-School Meeting*

Our All-School Meeting program is a 1,100-person community classroom with a clear curriculum designed to inform, enrich, and inspire. We gather on a regular basis to reaffirm our core principles of Non Sibi, Finis Origine Pendet, Going Beyond the Familiar, and Youth from Every Quarter, and to confirm that no matter our size and plurality, we are one community with a shared sense of belonging, traditions, responsibility, intellectual curiosity, civility, and pride in all that is Andover. We gather to hear from our head of school and associate head of school, our school copresidents, the Lorant Fellow, and other leaders. We gather to be enriched by an abundance of musical, theatrical, and dance performances. We gather to engage with experts in the worlds of art, politics, social justice, the environment, and global awareness. We also periodically use the All-School Meeting time slot to gather by cluster and by grade to build “neighborhood,” class identity, and cohesion.

### *The PACE (Personal and Community Education) Seminar for Lowers*

As a complement to our academic, athletic, and arts offerings, our 10th-graders are afforded an opportunity to meet once a week for one term with a small number of their peers to relax, reflect, and dialogue about topics germane to healthy adolescent development.

Weekly one-period sessions over the course of the term cover topics including understanding oneself and others; social identity and social bias; harassment, hazing, and bullying; stress management; mental health; and sexuality.

Each PACE Seminar class is facilitated by a faculty member and a senior. The inclusion of seniors in the PACE Seminar classes provides a useful generational bridge between the adult leaders and the 10th-grade participants.

### *Wellness Week*

Over the course of four days during the fall or winter term, Wellness Week focuses our community’s attention on specific issues of health and wellness. Programs include risk-avoidance topics such as alcohol and substance abuse awareness, date rape, and eating disorders—as well as health promotion programs such as the psychology of happiness, meditation, and lessons in dance.

## Work Duty & Dorm Housekeeping Programs

### Work Duty Program

We believe that the healthiest communities result when members invest tangible effort toward their maintenance. Phillips Academy's work duty program is designed both to amplify our students' sense of responsibility toward their environment and to inculcate in them the importance of the notion of selflessness, or *non sibi*. The program also provides significant cost savings to the school, which enables PA to devote more financial resources to scholarships and educational programs.

During their PA career, students (lowers, uppers, and seniors) are assigned to a variety of jobs that require a commitment of one class period per week throughout the year. Examples of such jobs include clerical responsibilities in campus offices and academic departments, sorting and delivering Academy mail, responding to student and faculty technology concerns through the Computer Center, helping with the on-campus recycling program, helping dining services staff, and serving in various leadership roles. Students who possess specific skills or interests may be of great assistance in such areas as the Peer Tutoring Program, the Peabody Museum, or the Addison Gallery. All students indicate their preferences for assignments during the spring trimester advising period and are assigned jobs based upon their seniority. Attendance in the work duty program is treated the same as a regular academic period, and absences are recorded.

### Dorm Housekeeping Program

All boarding students are responsible for routine cleaning in their own dormitories. Tasks include some sweeping, vacuuming, trash removal, and recycling. The house counselors, proctors, and prefects assign specific jobs, whether permanently or on a rotating basis, and oversee the general condition of the dormitory. Students are expected to complete their assigned jobs as often as is deemed necessary by the house counselor. Professional custodians who mop the floors and clean the bathrooms augment the housekeeping program. Fire safety inspectors from the Office of Physical Plant routinely inspect dorm rooms and common areas in the evenings to identify safety hazards.

## ■ Student Support Services & Resources

The school community offers a wide variety of resources and support services to students. Students in need of academic assistance should first seek help from their classroom teachers. Other sources for academic support on campus include the Math and Science Study Centers, the Writing Center, the Oliver Wendell Holmes Library, and the Office of Community and Multicultural Development (CAMD). Additional help is available at the Academic Skills Center (ASC), which is described below.

Phillips Academy does not offer remedial courses, training in English as a Second Language (ESL), or content tutoring by faculty members other than out-of-class help offered by teachers to students enrolled in their courses.

### Academic Skills Center (ASC)

The Academic Skills Center is located on the second floor of the Oliver Wendell Holmes Library. Hours of operation are Monday through Friday, 8 a.m. to 5 p.m. The goal of the ASC is to lend transitional support to students to help them attain their academic goals.

#### *Peer Tutoring*

Tutoring in individual courses is provided primarily through the Peer Tutor Program for math, the sciences, and languages, up to the diploma requirement. Students qualified to help with work in specific courses are available to provide tutoring on a regular weekly basis. Peer tutors also are available in the Math and Science Study Centers as well as the Writing Center, which are open four evenings per week. Students experiencing difficulty in a particular course should first seek help from the teacher of that course—and continue to do so even when taking advantage of other support resources on campus. Peer tutors will be assigned to students for whom the teacher feels it is an appropriate support.

#### *Outside Tutors*

Because Phillips Academy is a residential school, Academy teachers are widely available to students outside of class. The Academy does not endorse, nor will it make accommodations to support, the use of outside tutors, as outside tutors are not allowed on campus.

#### *Study, Organizational & Time Management Skills*

When the need arises, ASC learning specialists meet individually with students to provide assistance with time management, organizational, and study strategies. Appointments are available on a limited basis and can be made by contacting the ASC administrative assistant. At critical junctures during the term, time management and study skills workshops are offered, specifically targeting students new to the school.

### Student Disability Services

Student Disability Services is located on the second floor of the Oliver Wendell Holmes Library. Hours of operation are Monday through Friday, 8 a.m. to 5 p.m.



### *Academic Accommodations*

In compliance with the Americans with Disabilities Act as Amended (ADAAA) of 2008, the Academy provides accommodations that are reasonable and appropriate to students with properly documented disabilities. Students who wish to request such accommodations should contact the coordinator of student disability services for information concerning the Academy's disability documentation guidelines and timelines for implementation.

Accommodation eligibility is determined on a case-by-case basis after a thorough documentation review. Reasonable accommodations permit an otherwise qualified individual access to all of the Academy's programs without fundamentally altering the essential elements of the curriculum or other graduation requirements.

### *Standardized Testing Accommodations*

The College Board (PSAT, SAT, SAT Subject Tests, and AP exams) and the ACT offer non-standard administration of standardized tests for qualified students. Applying for accommodations on standardized tests is a separate process from that which is used at Andover to determine eligibility on school-based tests. All applications and appeals are the responsibility of the student and family. The school does not initiate or coordinate the application or appeal process to the College Board or ACT, and will only complete documents that are required from the school for submission.

### **Addison Gallery of American Art**

One of a handful of museums devoted exclusively to American art, the Addison Gallery of American Art was founded at Andover in 1930 by a gift from alumnus Thomas Cochran (Class of 1890). Housed in a classical revival building designed by Charles A. Platt, the Addison's collection numbers more than 17,000 works of art, including paintings, prints, drawings, sculpture, photography, and decorative arts. Through an active program of loan exhibitions balanced with exhibitions drawn from its own collections, the Addison serves as an educational resource for Phillips Academy, as well as for schools throughout the New England region and the general public. The museum also has a national and international presence through its traveling exhibitions and loans to other institutions. There is no charge for admission to the Addison.

### **Robert S. Peabody Museum of Archaeology**

Founded in 1901 by Robert Singleton Peabody (Andover Class of 1857), the Robert S. Peabody Museum of Archaeology curates outstanding collections of Native American artifacts, including more than 500,000 objects ranging in age and geographical extent from PaleoIndian (12,000 years ago) to the work of contemporary artists, and from the Bering Strait to southernmost South America. Nearly every major culture area in North America is represented.

Programs and exhibitions reflect the museum's mission to enrich the cross-cultural and interdisciplinary education offered to Andover students through access to the Peabody's collection and staff expertise. The museum also seeks to advance Phillips Academy's historical relationships with Native American, archaeological, scholarly, and museum communities.

Andover students enjoy many opportunities to take advantage of the museum's resources. We support learning in many academic departments—including history and social science, Spanish, English, art, music, biology, math, and physics—and serve as the largest site for student work duty on campus. Our annual experiential programs have provided Andover students and faculty with numerous meaningful cross-cultural experiences, including Pecos Pathways in New Mexico, HUACA in Peru, and cosponsorship of the Piette Program in France.

The museum is open to PA students, faculty, staff, and the public by appointment from 10 a.m. to 4:30 p.m., Monday through Friday. Please call 978-749-4490 to schedule a visit.

## Banking

Students are strongly discouraged from keeping large amounts of cash in their possession or in their rooms. An automated teller machine (ATM) is located in George Washington Hall, and students are encouraged to open bank accounts locally or in their home areas.

## BlueCard

The “BlueCard,” Phillips Academy’s ID card, is issued to all students, faculty, and staff. The Academy requires employees to have current ID cards with them at all times while at work, and certain designated employees must wear their IDs as badges. For students, the card is required as identification in many campus locations, including the mailroom to claim packages, the library to borrow materials, and Paresky Commons to purchase guest meal tickets. The BlueCard also allows access to school events and entry into some buildings. Since the BlueCard identifies members of the PA community, it is very important for students to have it with them at all times.

The BlueCard also can be used as a stored value card to make purchases at a number of on- and off-campus locations. Value can be added to the card by students and parents—in person at the BlueCard Office with cash or check or online with a credit card. Both parents and students are provided with account access to the BlueCard website.

### Three Separate BlueCard Accounts

The BlueCard has three separate stored value accounts: Bookstore Fund, which can be used only at the Andover Bookstore; PA Campus Fund, which is good at any location on campus; and BlueBucks, which is valid anywhere the BlueCard is accepted. When loading funds onto the BlueCard, you can choose to manage spending by placing money in each of these three accounts. If you wish to load money into one fund that can be used at any BlueCard location, both on- and off-campus, choose the BlueBucks fund.

Many on-campus locations accept only the BlueCard as payment. We therefore recommend that parents add \$100–\$200 to their child’s BlueCard. Funds on the BlueCard roll over from year to year; upon graduation, remaining funds are returned to the student *if the BlueCard balance is greater than \$10*.

For more information about the BlueCard, including Terms and Conditions associated with use, locations where the BlueCard is accepted, or to review account information, please visit <https://BlueCard.andover.edu>. **Please note: The BlueCard CANNOT be used to withdraw money from the student’s BlueCard account.**

The BlueCard Office is located on the lower level of George Washington Hall and is open Monday through Friday from 8:30 a.m. to 4:30 p.m. (with some exceptions). If you misplace your BlueCard or need more information or assistance with your stored value account, please call 978-749-4124 (ext. 4124 on campus) or e-mail [bluecard@andover.edu](mailto:bluecard@andover.edu).

Books & School Supplies

Phillips Academy is currently reviewing options for providing textbooks and classroom supplies. Updated textbook purchase information will be shared as early as possible in summer 2014.

Brace Center for Gender Studies

The Brace Center for Gender Studies at Phillips Academy provides resources to enhance and strengthen Phillips Academy as a coeducational institution by examining the complex issues related to gender. The center strives to advance an understanding of gender and its influence on individual achievement; to address issues of adolescent growth and development; to highlight the distinctive forms of support boys and girls require in order to realize their full potential; and to elucidate gender-related differences in a multicultural setting so that men and women, boys and girls may come to understand and respect each other more fully.

The Brace Center for Gender Studies is located in historic Abbot Hall and includes the renovated Abbot School Room for large gatherings and conferences; the Marguerite Hearsey Resource Collection, consisting of books and periodicals in gender studies; and the Brace Center Gathering Room and kitchen facility for small meetings. Other programs sponsored by the Brace Center include the Brace Student Fellows Presentations, McKeen Award, and schoolwide symposia on gender. Please contact [tainsworth@andover.edu](mailto:tainsworth@andover.edu) for more information and/or visit [www.andover.edu/bracecenter](http://www.andover.edu/bracecenter).

Computer Center

The Phillips Academy Computer Center (PACC), located on the lower level of the Oliver Wendell Holmes Library, is home to several computer classrooms. The PACC is available to students, faculty, and staff for scheduled classes. The PACC houses both Windows and Macintosh computers and contains a range of other equipment, including scanners and a color printer. Several computers located in the lobby outside the PACC are available beginning at 7 a.m. for students wishing to print documents before classes begin.

PACC Hours

Monday–Wednesday	8 a.m.–9:45 p.m.
Thursday	8 a.m.–9:15 p.m.
Friday	8 a.m.–5 p.m.
Saturday	Closed
Sunday	4–9:15 p.m.

## Community and Multicultural Development (CAMD)

The Office of Community and Multicultural Development (CAMD) exists to facilitate Phillips Academy's evolution into a genuinely multicultural community. Located in Morse Hall, the office seeks to support all students, faculty, and staff as they struggle to define themselves and to find their places in a rapidly changing world and in an increasingly diverse school community. In order to foster a deeper understanding of and respect for our diverse backgrounds, the office seeks to advance cultural exchange within the Academy through both formal events and informal, continuing programs. The office also seeks to eliminate any barriers that may prevent people with specific racial, ethnic, religious, gender, or class affiliations or of any sexual orientation from entering fully into the community; CAMD staff members act as advocates and advisors for those experiencing cultural alienation within the school. The office serves as a clearinghouse for information and ideas on multicultural education, as well as a center for healthy discussion and debate on multicultural issues. The office consists of the dean and advisor to black and Latino students, Linda Griffith; the international student coordinator, Susanne Torabi; the advisor to Asian and Asian American students, Aya Murata; the advisor for gay, lesbian, bisexual, and transgender issues, David Gardner; and the administrative assistant, Mary Jane Lewis. The office is open Monday through Friday from 8:30 a.m. to 4:30 p.m., and appointments can be made with the deans and advisors.

## Diversity Glossary

Language is powerful and significantly informs how we live and communicate. To help you navigate our richly diverse Andover community and engage in thoughtful and meaningful discourse with one another, we offer you some basic campus vocabulary. Please consider the following definitions as a starting point. Because language constantly changes and evolves, we encourage you to search for the appropriate words and continue to investigate and expand your awareness, understanding, and knowledge of the wide tapestry that makes up the Andover community and the world.

**Ableism:** The system of oppression based on ability. Assumes people with disabilities as flawed, insufficient, and inferior. Includes assumptions about what is "normal" and results in the marginalization of people with disabilities.

**Acculturation:** The process of learning and incorporating the language, values, beliefs, and behaviors that makes up a distinct culture. This concept is not to be confused with assimilation, where an individual, family, or group may give up certain aspects of their own culture in order to adapt to that of their new host country.

**Class:** As in upper class, middle class, lower class, working class; refers to people's socioeconomic status based on factors such as wealth, occupation, education, income, and assets.

**Classism:** Prejudice or discrimination on the basis of social class. Includes individual attitudes and behaviors as well as systems of policies and practices that are set up to benefit the upper classes at the expense of the lower classes.

**Cultural Competence:** The ability to interact effectively with people of different cultures and ethnic backgrounds.



**Disability:** A condition or function judged to be significantly impaired relative to the usual standard of an individual or group. The term is used to refer to individual functioning, including physical impairment, sensory impairment, cognitive impairment, intellectual impairment, mental illness, and various types of chronic diseases.

**Discrimination:** Actions, based on conscious or unconscious prejudice, that favor one group over others in the provision of goods, services, or opportunities; unfavorable or unfair treatment toward an individual or group based on their race, sex, color, religion, national origin, age, physical/mental abilities, or sexual orientation.

**Diversity:** The recognition of differences among people. These differences include, but are not limited to, ethnicity, religion, age, gender, class, culture, cognitive ability, physical ability, life experiences, family situations, and sexual orientation.

**Ethnicity:** A social construct that divides people into groups based on characteristics such as shared sense of group identity, values, culture, language, history, ancestry, and geography.

**Feminism:** A movement to end sexism and oppression based on gender and gender identity; the belief that men and women should have equal rights and opportunities.

**Gender:** Socially constructed categories of masculinity and manhood, femininity and womanhood.

**Gender Identity:** A person's internal sense of his or her self as a specific gender.

**Global Awareness:** The understanding of world and cultural perspectives. Awareness broadens from learning from and working collaboratively with individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts.

**Heteronormative:** Denoting or relating to a worldview that naturalizes heterosexuality as the normal or preferred sexual orientation.

**Heterosexism:** The system of oppression that assumes heterosexuality as the norm, favors heterosexuals, and denigrates and stigmatizes anyone whose gender or sexual behavior is considered non-heterosexual.

**Homosexual/Gay:** A term typically used to refer to same-sex attraction between males. Other terms to describe same-sex attraction include lesbian, transgender, queer, bisexual, questioning, and gay.

**Inclusiveness:** A commitment to foster a climate that represents and values members of diverse social identity groups. Inclusive practices occur at the individual, cultural, and institutional levels, creating a culture where all members feel they are welcome and belong.

**Intercultural Competence:** The ability to communicate effectively and appropriately in a variety of cultural contexts with people across cultures.

**Intersectionality:** The idea that classifications such as gender, race, and class—and others—cannot be examined in isolation from one another; they interact and intersect in individuals' lives and in social systems, and are mutually constitutive.

**Microaggressions:** Subtle words, cues, and/or behaviors that insult, invalidate, or exclude traditionally marginalized group members. The long-term effect of microaggressions can have a significant negative effect on one's health.

**Oppression:** The systemic devaluing, undermining, marginalizing, and disadvantaging of certain social identities in contrast to the privileged norm; when some people are denied something of value, while others have ready access.

**Prejudice:** A preconceived judgment about a person or group of people, usually indicating negative bias.

**Privilege:** Systemic favoring, enriching, valuing, validation, and inclusion of certain social identities over others. Individuals cannot "opt out" of systems of privilege; these systems are inherent to the society in which we live.

**Race:** A social construct that divides people into groups based on factors such as physical appearance, ancestry, culture, history, etc.; a social, historical, and political classification system.

**Racism:** A system of oppression involving systematic subordination of members of targeted racial groups by those who have relatively more social power. This subordination occurs at the individual, cultural, and institutional levels.

**Sexism:** A system of sex oppression that privileges men, subordinates women, and denigrates women-identified value. This subordination occurs at the individual, cultural, and institutional levels.

**Sexual Orientation:** A concept referring to sexual desire and preference for emotional and sexual relationships with others based on an individual's sex/gender; often implies that sexual object choice is an essential, in-born characteristic, so may be problematic for some.

**Transgender:** A broad umbrella term for people whose self-identification challenges traditional notions of gender and sexuality and does not conform to traditional understanding of labels such as male and female or heterosexual, homosexual, and transsexual.

**White Privilege:** A set of benefits, including greater access to resources and power, which in many institutional contexts tend to be, and historically have been, bestowed upon people classified as white.

**Xenophobia:** Fear and hatred of strangers or foreigners or of anything that is strange or foreign.

## Dining Services

Phillips Academy's dining facility, Paresky Commons, offers fresh food prepared at the point of service. Stations include a homestyle kitchen, a Mongolian grill, a hearth oven, a traditional grill, a self-serve deli, salad bars, and soup bars, as well as a café area offering simple "grab 'n' go" food items such as homemade chips, sandwiches, and fruit-infused water.

Our goal is to provide students with nutritious and well-balanced meal choices, using local ingredients as well as organic and sustainable options whenever possible. As Andover continues to work toward a more sustainable campus, its dining services remain committed to our "Green Thread" program, which includes the goals of earth-friendly procurement, the provision of sustainable foods, energy and water conservation, and waste stream reduction management.

Because faculty supervision is minimal, Paresky Commons relies heavily on the maturity of students and their cooperation in minimizing food waste and ensuring an atmosphere of civility, courtesy, and pleasant dining. Diners' comments and suggestions are welcomed through our "Fishing for Feedback" program, which can be accessed at [www.campusdish.com/en-us/csne/phillipsacademy/contactus](http://www.campusdish.com/en-us/csne/phillipsacademy/contactus).

### Meal Hours

Breakfast:	Monday–Friday, 7–9:15 a.m.
Continental Breakfast:	Saturday & Sunday, 10–10:30 a.m.
Brunch:	Saturday & Sunday, 10:30 a.m.–1:30 p.m.
Lunch:	Monday–Friday, 11 a.m.–2 p.m.
Dinner:	Every evening, 5–7 p.m.

In accordance with dining policies, guests may occasionally dine at Paresky Commons. Employees are responsible for paying the guest meal fee. Students receive six guest passes per year for family visits and are responsible for payment for any guests beyond this allotment. Payment should be made at Susie's prior to the meal. Guest meal fees: Breakfast—\$4, Brunch—\$6, Lunch—\$6, Dinner—\$6.

### Susie's

Susie's, the student lounge (formerly known as The Den), is located on the lower level of Paresky Commons. Students visit this area to study or socialize with friends, or to purchase snacks, toiletries, and supplies in the "Emporium." Student activities, such as dances, club meetings, and entertainment, also take place in this space. A large sunken terrace adjacent to Susie's provides an inviting outdoor space for student gatherings, activities, and events.

### Susie's Hours

#### Every day

Lounge opens for general seating: 7 a.m. (1 p.m. on Saturdays and Sundays);

Grill Line opens for full service: 4 p.m. (Grill closes 15 minutes prior to closing time)

#### Monday through Friday

Emporium opens for beverages and snacks: 9:30 a.m.

### Closing times

Monday, Tuesday & Wednesday: 9:45 p.m.

Thursday: 9 p.m.

Friday: 10 p.m.

Saturday: 11:15 p.m. (opens at 1 p.m.)

Sunday: 9:15 p.m. (opens at 1 p.m.)

## George Washington Hall

The offices in George Washington Hall include head of school, dean of studies, dean of students, registrar, comptroller, college counseling, and central services. Although the specific hours of each office vary slightly, all offices are open between the hours of 8:30 a.m. to 4:30 p.m., Monday through Friday. Students are expected to transact business in the comptroller's office between 8:30 a.m. and 4 p.m. Monday through Friday.

## Isham Health Center

**Beginning with Academic Year 2014–2015, a physical exam report from a physical exam performed within a year from the start of school will be required annually.**

Medical care for students with injuries and illnesses and preventive health services are provided at the Isham Health Center ("Isham"), an 18-bed, well-equipped health-care facility. Isham is staffed by a medical director, nurse practitioners/physician assistant, and round-the-clock nursing. The facility is open 24 hours a day while school is in session. Students are welcome at all times, but should try to avoid going to the health center during a class period—except in the case of an urgent medical problem. Students with minor ailments should try to visit Isham during a free period between the hours of 8 a.m. and 5 p.m. If ill, boarding students must go to Isham to be medically excused from classes.

Day students are welcome to utilize all health services. If, however, a day student is too ill to attend school, a parent must call the health center by 8:30 a.m. each day a student is to be absent due to illness. (Please refer to the "Attendance and Absences" section on page 50 for a full explanation of the policy for obtaining an excuse from Isham).

Services provided include:

- lab work
- X-rays
- in-house pharmacy
- nutrition counseling
- confidential reproductive health services
- scheduled clinics for orthopedics/sports medicine, physical therapy, psychiatry, and dermatology
- referrals to off-campus medical and surgical specialists and dentists



### *Medication Policy*

In general, students are allowed to keep their medications in their dorm rooms. However, for safety reasons, some medications (e.g., medications used to treat ADHD, antidepressants, anxiety medications, etc.) must be kept at Isham and are dispensed incrementally to individual students based on the medication classification and their demonstrated level of compliance and safety. Please note that students are assumed to be responsible about taking their medications as prescribed. Any parent with concerns about their child's ability to comply with medication usage should contact Isham directly. If a student has a need to keep refrigerated medication in their dorm (e.g., Insulin, Growth Hormone), parents should contact Isham to arrange for a small, personal refrigerator.

### *Privacy and Confidentiality*

While it is the obligation of every employee and agent of the Academy to maintain the privacy and confidentiality of patient medical information, the Academy must also balance matters of privacy and confidentiality with safeguarding the interests and well-being of our students and our community. Thus, the Academy requires, as a condition of enrollment, that parents and students sign consent forms to permit the medical director of the Isham Health Center ("Isham") or his/her designee and the counselors from Graham House to disclose to authorized employees and agents of the Academy, who have a need to know, the minimum amount of medical and/or psychological information necessary to protect the health, safety, or welfare of the student and/or the community.

Students and parents who have questions with regard to confidentiality and its limits should direct those questions to the medical director or administrator at Isham or to the counselors at Graham House. In the event of a disclosure to authorities required by law, every effort will be made to notify the student and/or parents in advance.

### *Is the Doctor In? Visiting the Isham Health Center*

Appointments to see the school physician, a nurse practitioner, or a physician assistant may be made by calling Isham at 978-749-4455. All students are invited to consult with any member of the health care team about any illness, injury, emotional difficulty, or other potential health issue that concerns them. With nearly 10,000 student visits to Isham each year, the health center does not routinely notify parents about each visit. Parents are contacted, of course, if a serious medical problem arises, if a student needs to go off-campus for medical care, or if a student is staying at Isham overnight. Parents should contact Isham if they have any specific requests about being notified of their child's routine visits to Isham.

### *Patient Visit Policy*

The visiting of patients by students is allowed on weekdays after classes and on weekends, with the permission of the nurse on duty.

### **Language Learning Center (LLC)**

The Language Learning Center is located in the lower level of Samuel Phillips Hall, also known as SamPhil. The LLC provides both a teaching space and technical support for students as well as for the faculty of the Division of World Languages and the Department of History and Social Science. The lab represents the leading edge of multimedia education,

delivering interactive language education via 40 Dell desktops running Sony Soloist and Virtuoso software. Students use film, sound, and the Internet as well as special multimedia presentations and interactive grammar exercises to supplement their classroom learning. Many of these activities are created by PA instructors and tailored to the specific needs of their students. In addition to the lab hardware, the LLC also collaborates on a website that allows students 24/7 access to streaming audio and video course materials.

The LLC staff provides many ancillary services, including software instruction for students and faculty, helping instructors decide if and when technology might augment teaching, and collaboration in preparation of materials. Finally, the LLC serves as a general purpose computer lab for all students.

### *LLC Hours*

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Monday	8 a.m.–4 p.m.
Tuesday	8 a.m.–4 p.m.
Wednesday	8 a.m.–1 p.m.
Thursday	8 a.m.–4 p.m.
Friday	8 a.m.–4 p.m.
Saturday	Closed
Sunday	Closed

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### **Oliver Wendell Holmes Library**

Located in the heart of the campus and serving the informational and recreational reading needs of members of the Phillips Academy community, the Oliver Wendell Holmes Library was built in 1929 and thoroughly renovated in 1987. During academic terms, the facilities, resources, services, and staff of the OWHL are available to students seven days a week for a total of 80 hours.

The library offers students an in-house collection of more than 120,000 fiction and nonfiction books in print, supplemented by more than 200,000 full-text electronic books, as well as access to more than three million items in all media through the NOBLE library consortium. A collection of 140 periodical titles is focused on academic and personal reading, and is supplemented by electronic access to tens of thousands of full-text electronic journals to support research. More than 75 electronic reference products provide access to important archival resources such as full-text newspapers dating back to the 18th century. The collection also includes full-text electronic books, downloadable audio books, and DVDs in support of curricular and recreational interests.

The OWHL is equipped for wireless network access, and many students bring their own laptop or tablet computers. In addition, public computers are available throughout the building for accessing the library's Web-based online catalog, the collection of full-text electronic subscription databases, and the Internet. The heart of the OWHL is the Garver Room, which houses the most comprehensive secondary school reference collection in the country. A variety of study venues throughout the building ensure that students can find study spaces that meet the requirements of their tasks and their personal preferences for individual or group study. Students are assisted at three Help Desks staffed by professional librarians and at the Academic Skills Center, located on the second floor of the library.

The library offers a variety of access services, including academic reserves, inter-library loan, and the Text-Exchange. The library maintains an inventory of textbooks sufficient to meet the needs of all students on full financial aid, and, to the extent that the inventory permits, these books are available to all students on a first-come, first-served basis.

In support of the Academy's mission to prepare students to master skills, acquire knowledge, and think critically, creatively, and independently, the OWHL's professional librarians partner with faculty across the curriculum to teach students how to efficiently and effectively find, and creatively and ethically use, information in all formats to support critical inquiry. The library maintains an active Individual Research Consultation Service, which provides students with one-on-one consultation in support of specific projects.

Expectations for Use of the Library are posted throughout the building to aid students in understanding their role in maintaining an appropriate academic atmosphere. Cell phones must be kept on vibrate and used only in designated locations. Student IDs are required for all transactions, and students should be prepared to present their ID upon request by the library staff.

### *Library Hours*

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Monday–Wednesday	7:30 a.m.–9:45 p.m.
Thursday	7:30 a.m.–9:15 p.m.
Friday	7:30 a.m.–5 p.m.
Saturday	11 a.m.–5 p.m.
Sunday	11 a.m.–9:15 p.m.

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### **Lost & Found**

A lost and found department is maintained in the Dean of Students Office. Students may retrieve their books, articles of clothing, electronics and other items found on campus. Because of limited space, all lost and found items are periodically removed and donated to charity. This normally occurs during spring break and at the beginning of summer. Students are sent e-mails reminding them to check the lost and found before items are removed. If the owner can be identified, he or she is e-mailed and notified that the missing item is located in the Dean of Students Office. Parents can call 978-749-4175 to inquire about found items.

### **Mail (U.S. Mail, Package Delivery & E-Mail)**

Students are responsible for responding as needed to all notices sent to them and thus are expected to check their mailboxes (in George Washington Hall) and e-mail accounts (on PAnet) each day.

The Central Services Department in George Washington Hall accepts all incoming mail, packages, and deliveries for students, faculty, and staff. An e-mail notification is sent to students each time they receive a package. Students are responsible for retrieving their items at the mailroom window. Perishable items such as flowers, certain food products, and balloon bouquets must be picked up within 72 hours of delivery notification. The mailroom window is open weekdays from 8 a.m. to 4:30 p.m. and is closed on weekends.

## Meeting Facilities

The use of school facilities is limited to members of Phillips Academy. The only exception is the Log Cabin, which can be reserved by parents. Students wishing to book a specific space must have permission from a faculty member such as a club advisor, dean, or teacher. Some locations require a reservation form or that an adult be present. Students must make their request in advance in order to assure availability of the desired facilities. Below are some of the available rooms and contact information:

### Meeting Facility

Underwood Room  
William Thorton Kemper Auditorium  
Athletics Facilities  
Bulfinch Hall's Tirana Room  
Cochran Chapel  
George Washington Hall theatre spaces  
Graves Hall  
Log Cabin  
CAMD  
Unobskey Room

### Contact

Dean of Students Office  
Polk-Lillard Electronic Imaging Center  
Athletics Office  
English Department  
Chaplaincy Office  
Theatre Department  
Music Department  
Office of Physical Plant, Help Desk  
CAMD Office  
Language Learning Center

## The William Biggs Clift Jr. Music Library

The Clift Music Library, located on the first floor of Graves Hall, contains a varied and extensive collection of 7,000 compact disc recordings and 2,000 LP albums, as well as sheet music, reference materials, and music periodicals. Metronomes and acoustic guitars may be borrowed for use in the practice rooms, and a large collection of non-circulating sheet music is available for study within Graves Hall.

The facility is open for listening at five audio stations as well as for quiet study, and there are 14 computer workstations with music-related software and MIDI keyboards. The music lab within the library functions as one of the campus Technology Learning Centers, and offers a teaching space in support of the music curriculum, where students learn music notation, ear training, and composition. Providing essential support to the many activities of the music building—including performance, practice, and teaching—the Clift Music Library is a unique resource that gives students the opportunity to study and explore music, as well as write, edit, and listen to their own compositions.

## Psychological Counseling

Psychological counseling services are available at Graham House from 8 a.m. to 5 p.m., Monday through Friday. Students may schedule an appointment with one of our psychological counselors through the Graham House administrative assistant for a time that does not conflict with a class period, contact a counselor directly by phone or e-mail, or simply walk in when our building is open. Appointments usually can be arranged for the same day or the next day. In case of an emergency, there is always a psychological counselor who can be reached by a student, house counselor, advisor, or dean through Isham Health Center on a 24-hour basis, including weekends. Occasionally, because of the nature of a student's



problem or the student's or parental request, a counselor will help to arrange services for the student with a mental health professional outside Phillips Academy. However, associated fees are the responsibility of the student's parents/guardian.

While we encourage students to inform their parents of their decision to see a counselor, we do not automatically contact parents. Some students may initially be hesitant to speak to their parents about their concerns. It is our experience that most students do inform their parents. If it is determined that a student might have a significant emotional problem or present a safety risk, parents always are contacted.

For information regarding our confidentiality policy, please refer to "Confidentiality & Limited Information Sharing Policy" on page 8.

## Religious & Spiritual Life

The goal of the chaplaincy office is to serve students of all faith traditions in their spiritual and religious journeys. We also are committed to shepherding those who are still seeking a spiritual practice that feels authentic, including those who are questioning their faith. Regardless of where on the spectrum a student may be, the chapel welcomes those of every perspective to come and be part of our community.

The chaplaincy staff consists of a director of Spiritual and Religious Life, in addition to a Roman Catholic, Jewish, and Protestant chaplain. Each is charged with developing worship opportunities, advising student faith-based clubs, and crafting service and educational programming. Each also is available to the community for personal counseling and spiritual guidance.

Weekly religious services are held in both the main sanctuary of Cochran Chapel and in the smaller chapel (Kemper Chapel), located on the lower level. A meditation room is available for those seeking a quiet place for prayer and reflection. Shabbat services are held each Friday evening. On Sundays, a Protestant worship service is offered at 6 p.m. in Cochran Chapel, followed by a Roman Catholic Mass at 6:45 p.m. in Kemper Chapel.

In addition, there are a number of churches, synagogues, temples, and mosques near campus. Chaplains are available to assist students in making contact with these institutions for both liturgical and educational opportunities. Attendance at these services—or at worship services on our own campus—is completely voluntary. Please note that local families often offer their hospitality to students observing religious holidays who are unable to return home. The chapel office facilitates these arrangements for those who may be interested.

On special occasions throughout the year, interfaith services are held in Cochran Chapel and at other on-campus locations. The chaplaincy staff also crafts ceremonies to mark important secular holidays such as Veterans Day and Memorial Day.

Finally, it is important to note that our school policy prohibits proselytizing or recruitment of any kind on campus by any outside organizations. Any group or office wishing to visit the campus must have explicit permission granted by the appropriate school official.

## Technology Learning Centers

In support of the academic program, the Academy maintains several technology learning centers designed to educate and support academic ventures. Andover's technology facilities include the Phillips Academy Computer Center, Language Learning Center, Polk-Lillard Center, and the W.B. Clift Jr. Music Library. Highly skilled professionals are available to provide assistance to students, faculty, and staff in all facilities virtually year-round. A student-run organization called Techmasters is available to assist students with network connectivity and software-related issues on their personally owned equipment. An outside vendor is available on campus to repair hardware issues at a reduced rate. Information on these resources is available at [www.andover.edu/technology](http://www.andover.edu/technology), as well as on PAnet, the Academy's intranet.

## Telecommunications Services

Telecommunications Services provides each student living on campus with a telephone and telephone number in his/her room.

To discourage abuse of telephones and the telephone system, students are charged for altered, damaged, or missing telephones. The Academy reserves the right to take disciplinary action and may at any time introduce new policies governing levels of service. Students are expected to check their e-mail accounts and their mailboxes (in George Washington Hall) daily.

Students may receive faxes in the mailroom in George Washington Hall. The fax number is 978-749-4123. Students are charged \$1 per page. Notices are put in student boxes when faxes are received. Boarding students are not allowed to use modems to connect to the Internet, and the Academy blocks known Internet service provider numbers. Students should know that the school can track phone usage and can make available to cluster deans printouts indicating the times and duration of calls. The Technology Help Desk (ext. 4357) and the Academy switchboard are located in Draper Hall and open Monday through Friday, 8 a.m. to 4:30 p.m.

NOTE: All boarding student extension numbers are 978-623-6xxx and all faculty and office extensions are 978-749-4xxx or 978-684-7xxx.

## ■ Extracurricular Opportunities & Student Activities

### The Community Service Program

The Community Service Program is integral to the educational mission of Phillips Academy. In accordance with the school's motto, *non sibi* (not for self), the Phillips Academy Community Service Program strives to:

- promote and provide structured opportunities for students, staff, and faculty to engage in public service;
- foster collaborative relationships with individuals, organizations, and schools to address problems and build upon assets of local and global communities;
- connect academic learning to community problem-solving through the development of service-learning courses across disciplines;
- inspire responsibility and personal growth by supporting volunteers, encouraging student initiatives, and providing a comprehensive student leadership education program; and
- motivate students to consider and act upon issues of social justice and civic responsibility and thus foster a commitment to a lifetime of effective participation in public life.

Every term, 400 to 600 students participate in a range of community work throughout the Merrimack Valley. While working in public service, students also have the chance to develop relationships with local residents, faculty, staff, and each other. Each project includes an orientation, training, experience, and reflection.

A sampling of opportunities includes tutoring middle school students through the Phillips Academy/Andover High School/Lawrence Schools (PALS) partnership, leading mentoring programs at the Lawrence Boys and Girls Club (SIS and BOYS), playing games with individuals who have special needs (ARC), encouraging young girls to explore the sciences (Science Club for Girls), teaching citizenship education to Hispanic adults (Project V.O.I.C.E.), or sorting food at the Greater Boston Food Bank. Commitments vary in length from several times per week to once per term.

In addition to offering hands-on cocurricular volunteer opportunities, the Community Service Program strives to engage students academically. Students may choose to get involved with the program by enrolling in service-learning courses, which are offered by a variety of departments each year. Service-learning courses are classes in which students apply the academic material to meeting a community need. Another avenue of bringing academia into community work is the Lawrence-Andover Special Service Opportunity (LASSO), which focuses on one social issue each term and connects students with an organization related to that issue for one afternoon of discussion. Additionally, a few motivated students are chosen each year as Public Service Scholars to thoroughly research and present on a topic related to

service, communities, or social justice. Detailed descriptions of the preceding programs and offerings can be found online at [www.andover.edu/cs](http://www.andover.edu/cs).

### *Non Sibi Weekend*

Each spring, the campus community participates in Non Sibi Weekend, a weekend of awareness, engagement, and reflection. Students and faculty choose from on-campus and off-campus opportunities that include listening to speakers, viewing documentaries, or volunteering with a hands-on project. Juniors focus on issues affecting children and families, lowers on the environment, uppers on hunger, and seniors on homelessness—the same social issues addressed in our yearlong community service programming. The Community Service Office provides participants with background information on community partners and educational context on the social issues involved in every program, and reflection activities are incorporated into every project.

The Community Service Program is run by two faculty members, a part-time staff member, and 30 to 35 student coordinators. Student coordinators are responsible for overseeing individual community service projects. Interested students should contact the Community Service Office at 978-749-4135.

## **Dance**

Students have the opportunity to study dance through the academic, athletics, and extracurricular programs. Three levels of ballet and modern technique are offered exclusively through the athletics program, while choreography and performance opportunities are both curricular and co-curricular. The Andover Dance Group is our primary performing ensemble, consisting of the most dedicated and gifted dancers. Other student-run groups focus on jazz, hip-hop, and tap. Each year, to broaden students' exposure to the dance world, the department hosts guest artists, ranging from local choreographers to internationally known choreographers and dancers.

## **Music**

Many opportunities to hear and make music exist at Andover. In addition to large ensemble performances (such as chorus, band, orchestra, or jazz band), there are student recitals, chamber music concerts, and senior recitals, as well as faculty and guest performances.

### *Performance Program*

All participants in Academy performance ensembles commit to two evening rehearsals each week. Rehearsals for all large ensembles occur on Tuesday and Thursday evenings from 6:20 to 7:50 p.m. This time is protected for students participating in musical ensembles; rehearsals take priority over any other scheduled event (extracurricular, cocurricular, or academic) on campus. Each ensemble described below performs at least once each term.



## Large Ensembles

**Academy Symphony Orchestra** (85 members): The ASO includes all string players and select winds, brass, and percussion players determined by audition. All ASO string players are placed, through an audition process, into one of three smaller chamber ensembles.

**Academy Chamber Orchestra** (20 members): Chamber Orchestra is the most advanced of the three string ensembles. Its membership consists primarily of uppers and seniors. Members of this ensemble can expect extensive practice requirements outside of scheduled rehearsals in order to meet the demands of the repertoire.

**Amadeus Chamber Ensemble** (20 members): Amadeus is the intermediate string ensemble. Its membership consists primarily of lowers and uppers. Members of this ensemble can expect to hone their skills of expressive ensemble-playing through rehearsals combining repertoire preparation and sight reading.

**Corelli Chamber Ensemble** (20 members): Corelli is the entry-level string ensemble. Its membership consists of primarily of juniors and lowers. Members of this ensemble can expect to develop vital string ensemble skills.

**Academy Chorus** (60 members): The Academy's major singing group, this chorus is composed of mixed voices and performs a variety of choral works, both sacred and secular. Membership in the Phillips Academy Chorus is open to all students, regardless of previous choral experience.

**Fidelio** (16–18 members): This small coed a cappella group performs on numerous occasions throughout the year. Its repertoire includes music of all types—early and modern, sacred and secular. Membership is determined by audition and is conditional upon good standing in chorus.

**Gospel Choir:** Membership is open to all students. Gospel Choir is organized as a club, and rehearses for an hour early in the evening. The choir performs at ecumenical chapel services and special celebrations.

## Wind Ensembles

**Concert Band** (60 members): Membership is open to all students playing wind, brass, and percussion instruments. All types of music for wind ensemble are performed, including marches, classical, popular, and show music.

**Jazz Band** (25 members): Membership in Jazz Band is determined by audition at the beginning of each school year. Jazz Band utilizes a typical big band format and performs repertoire ranging from Count Basie and Duke Ellington to contemporary Latin jazz and jazz/rock fusion compositions. Membership is conditional on continued good standing in the Concert Band.

## Chamber Music Program

Faculty-coached jazz and classical ensembles of 3–8 players meet regularly throughout the year.

**Handbell Choir** (12–15 members): This ensemble rehearses weekly in the evening and performs for special church services throughout the year.

## Theatre

Faculty-directed theatrical productions are generally taught as an academic course (*Theatre 920*) for the students involved. Auditions are held at the end of the previous term or at the very start of the term. Opportunities to assist with technical theatre aspects occur both through academic classes as well as an extracurricular. Additionally, there is a student theatre organization, DramaLab, which produces an extensive slate of shows each year. Student directors may submit proposals to the producers for any of 25 or more Friday evening performance slots for short works. One producer is then assigned to each show to help oversee the audition, rehearsal, and performance process.

Many opportunities exist for students interested in exploring the design or technical areas of theatre production, either through course work or active involvement in DramaLab or mainstage shows.

## Student Activities, Clubs & Publications

The Student Activities Office operates with the philosophy that the student life program outside of the classroom is a vital part of the Phillips Academy experience. To that end, our goal is to provide entertaining and interesting programs and events for the entire student body. Our office works with the student-run Student Activities Board (SAB) to plan and carry out a wide range of extracurricular events, such as dances, movies, student talent shows, and various off-campus field trips. We also bring in many professional performers to entertain our students, including comedians, musical acts, magicians, and hypnotists. The student activities calendar includes many popular annual events, highlighted by the Sadie Hawkins Dance, Gelb Dance, MusicFest, Spring Carnival, Senior Prom, and, of course, our Andover-Exeter Pep Rallies.

The activities office also supports more than 100 student clubs and organizations on campus. These clubs appeal to a variety of pursuits—academic, artistic, musical, community service, cultural, charitable, and political, to name a few—and the club roster is ever changing as new clubs are formed based on student interests. In addition the activities office assists with various publications, including the school yearbook, *Pot Pourri*, and the literary magazines *Backtracks* and *The Courant*. All clubs are student-run, with the aid of faculty advisors, presenting students with many chances to develop leadership skills.

All student groups must register with the Student Activities Office, CAMD, or other relevant administrative office, have at least one faculty advisor, and be open to all eligible students. Given our diversity and the value we place on inclusivity and fairness amongst all members of our community, exclusive or secret societies are not permitted. Membership therein could result in discipline. All group apparel and posters must be approved by the faculty advisor, house counselor, or coach (of the particular group) before production.

The Student Activities Office aims to complement the classroom experience while serving the entire Phillips Academy community and promoting an atmosphere that is safe, fun, and welcoming to all.

# ■ Boundary Maps

## School Limits

The unshaded area of the map below represents the school limits.

## Town Limits

The unshaded area of the map at right represents the town of Andover as described in this book and includes all of Andover east of Interstate 93.







# ■ Administration

Head of School .....	John G. Palfrey Jr.
Dean of Faculty.....	Patrick J. Farrell
Associate Dean of Faculty .....	Nancy M. Lang
Dean of Studies.....	Patricia C. Russell
Dean of Students and Residential Life .....	Paul D. Murphy
Associate Dean of Students for Personal and Community Education.....	Carlos A. Hoyt Jr.
Dean of Policy and Strategic Planning.....	Rachel E. Skiffer
Dean of Abbot Cluster .....	Jennifer K. Elliott
Dean of Flagstaff Cluster .....	Matthew C. Hession
Dean of Pine Knoll Cluster .....	Rajesh R. Mundra
Dean of West Quad North Cluster .....	Frank P. Tipton
Dean of West Quad South Cluster .....	Kathryn A. Dolan
Dean of Admission and Financial Aid .....	James F. Ventre
Dean of Community and Multicultural Development.....	Linda C. Griffith
Director of College Counseling .....	Sean M. Logan
Director of Admission.....	William D. Leahy
Director of Athletics.....	Leon A. Modeste
Registrar and Associate Dean of Studies .....	Elizabeth G. Korn
Assistant Registrar and Records Manager .....	Anne M. Burgess
Scheduling Officer .....	Deborah M. Olander
Assistant Dean for Advising.....	Scott W. Hoenig
Director of Spiritual and Religious Life and Protestant Chaplain .....	Rev. Anne E. Gardner
Jewish Chaplain .....	Rabbi Michael B. Swartz
Roman Catholic Chaplain .....	Mary T. Kantor
Director of Graham House Counseling Center.....	Carol J. Israel
Medical Director .....	Amy Patel, MD
Director of the Oliver Wendell Holmes Library.....	Elisabeth E. Tully
Director of the Addison Gallery of American Art.....	Judith F. Dolkart
Director of the Robert S. Peabody Museum of Archaeology.....	Ryan J. Wheeler
Director of Facilities .....	Larry J. Muench
Chief Operating and Financial Officer .....	Stephen D. Carter
Director of Finance and Assistant Treasurer .....	Andrea T.H. Nix
Secretary of the Academy.....	Thomas P. Lockerby
Director of Outreach and Summer Session.....	Fernando R. Alonso
Director of Academy Communications .....	Tracy M. Sweet
Director of Academic Skills Center.....	Patricia B. Davison
Director of the Andover Institute .....	Caroline Nolan
Director of Information Technology .....	Dominic M. Veneto
Director of Community Service .....	Monique E. Cueto-Potts
Director of Brace Center for Gender Studies.....	Tracy E. Ainsworth

## ■ Department & Division Chairs

Art .....	Therese Y. Zemlin
English .....	Jeffrey C. Domina
History and Social Science (Interim) .....	Christopher L. Jones
Head of the Division of World Languages .....	Eugene Hughes
Chinese Department .....	Lixia Ma
Classics Department .....	Elizabeth A. Meyer
French Department .....	Eugene Hughes
German Department .....	Lisa J. Svec
Russian Department .....	Victor Svec
Spanish Department .....	Yasmine B. Allen
Mathematics, Statistics, and Computer Science .....	William W. Scott
Music .....	Peter M. Cirelli
Philosophy and Religious Studies (Interim—Fall) .....	Thomas S. Hodgson
Physical Education .....	Leon A. Modeste
Psychology .....	Carol J. Israel
Head of the Division of Natural Sciences .....	Paul D. Cernota
Biology Department .....	Jeremiah C. Hagler
Chemistry Department .....	Paul D. Cernota
Physics Department .....	Mika E. Latva-Kokko
Theatre and Dance .....	Judith T. Wombwell

*EMERGENCY—call 911 (978-470-3766 if using a cell phone), then call CAMPUS PUBLIC SAFETY (ext. 4444)*

## Emergency Response Procedures

### **Attempted Suicide/Drug or Alcohol Overdose**

In the case of an ATTEMPTED SUICIDE OR DRUG OR ALCOHOL OVERDOSE where there is immediate danger to the victim, stay with the victim, call 911 (if using a cell phone, call 978-470-3766), and then call Public Safety at ext. 4444.

### **Medical or Fire Emergency**

In the event of a MEDICAL OR FIRE EMERGENCY, call 911 (978-470-3766 if using a cell phone) and provide your name, location, and the telephone number from which you are calling. Do not hang up until told to do so. Then call Public Safety at ext. 4444, and provide your name, location, and telephone number.

In the event that a fire is discovered or suspected, pull the fire alarm. When you hear a fire alarm, evacuate the building immediately. Close the windows and doors as you evacuate. Do not use the elevator. Meet and remain at prearranged gathering place at least 100 yards from the building. Notify firefighters or Public Safety if you think someone remains in the building. Individuals requiring assistance should proceed to a stairwell entrance and wait for assistance.

### **Injury/Medical Emergency**

Do not move a seriously injured person except in a life-threatening situation. Stay with the injured person and keep the victim as calm and comfortable as possible. Call, or have someone call, 911 (978-470-3766 if using a cell phone) and give the victim's name, location, phone number, and nature of the injury. Do not hang up until told to do so. In non-emergency situations, call Public Safety at ext. 4444 and report the location, phone number, and nature of the injury.

### **Rape**

In the case of a RAPE in which there is immediate danger (i.e., severe physical trauma, impaired breathing, unconsciousness), call 911 (978-470-3766 if using a cell phone) and accompany the victim to the hospital. Notify Public Safety at ext. 4444.

In the case where no immediate medical danger exists, stay with the victim. Do not allow the victim to change clothes or shower. Notify Public Safety at ext. 4444 for assistance transporting the victim to Isham Health Center.

### **Bomb Threat or Suspicious Package**

If a suspicious package is discovered on campus, contact Public Safety at ext. 4444 and provide a description of the suspicious package. If a telephone call or information is received stating a bomb is on campus, remain calm and listen carefully, obtaining as much details as possible. Notify Public Safety at ext. 4444 while you have the caller on the line.

## Severe Weather

In the event of a SEVERE STORM with high winds or dangerous ice conditions, do not go outside. Stay inside Academy buildings, away from windows and other openings. Report any damage done by tree branches and broken glass to the Office of Physical Plant at ext. 4320.

## Hazardous Material Spill

In the event of a HAZARDOUS MATERIAL SPILL, notify your instructor, department chair, house counselor, or supervisor immediately. The faculty member should notify the manager of environmental health and safety at ext. 4528 and Public Safety at ext. 4444. Use eyewash stations or showers to flush eyes and skin if you have had any contact with toxic chemicals. Follow instructions to evacuate the area if dangerous.

## Prolonged Power Outage

In the event of a POWER OUTAGE during business hours, call OPP Help Desk at ext. 4230. After hours or on weekends, call Public Safety at ext. 4444 and provide your name, location, and telephone number. Advise Public Safety of all locations you know are without power. Turn off computers and other electronic equipment. If you are in an unlighted area, proceed cautiously to an area with emergency lighting, locking doors as you leave. Exit building cautiously; do not use the elevator. If you are trapped in an elevator, stay calm and use emergency call button or telephone for assistance.

## Crime in Progress/Dangerous Person

In the event of a CRIME IN PROGRESS, do not attempt to apprehend or interfere with the criminal, except for self-protection. Determine if anyone has been injured and stay with injured parties. Note the description of the criminal and/or motor vehicle, including license plate, the location, and direction of travel. Call 911 (978-470-3766 if using a cell phone) and provide name, phone number, and location. Then call Public Safety at ext. 4444 and provide the same information.

In the event of an active shooter in your vicinity, quickly determine the best way to protect your own life. Follow the lead of faculty members until the arrival of Public Safety and Andover Police Department. Remember the following steps: Evacuate if you can; Hide Out (see Shelter in Place below) if evacuation is not possible; and Take Action as a last resort, and only if your life is in imminent danger.

## Emergency Lockdown/Shelter-In-Place

LOCKDOWN or SHELTER-IN-PLACE Emergency Alerts may be used in those emergency situations where it is important to get members of the community indoors as quickly as possible for their own safety. In such situations, the community will be notified by universal e-mail, text, voice mail, and/or calls to offices. Once such an alert is issued, people will be asked to remain indoors until an All Clear signal is given to indicate that the threat has passed.

For additional information, see the green emergency response procedures in the *Directory* or the Emergency Procedures charts posted in classrooms, dormitories, and offices.



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## **Cluster Deans**

### **Abbot Cluster**

Jennifer Elliott  
978-749-4557

### **Flagstaff Cluster**

Matthew Hession  
978-749-4555

### **Pine Knoll Cluster**

Rajesh Mundra  
978-749-4551

### **West Quad North Cluster**

Frank Tipton  
978-749-4554

### **West Quad South Cluster**

Kathryn Dolan  
978-749-4552

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## **Dean of Students and Residential Life**

Paul Murphy  
978-749-4175

## **Associate Dean of Students for Personal and Community Education**

Carlos Hoyt  
978-749-4177

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## **Emergency Telephone Numbers**

**Police, Fire, and Ambulance**  
911

**From a Mobile Phone**  
978-470-3766

**PA Public Safety**  
978-749-4444  
(emergency & non-emergency)

**Isham Health Center**  
978-749-4455



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